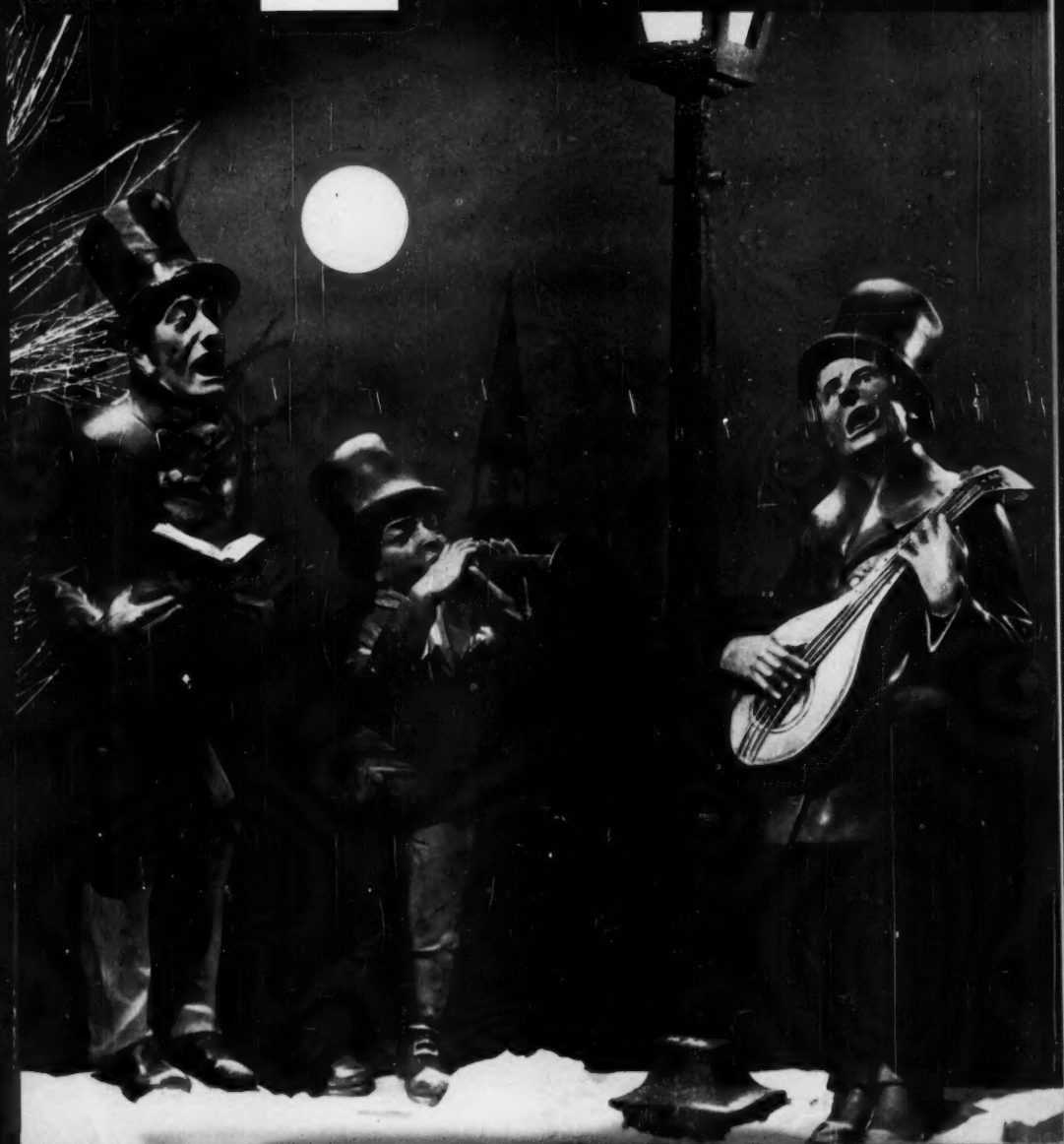


S A F E T Y

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Two Sections • Section One



The NATIONAL SAFETY COUNCIL, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

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SAFETY

Volume

XXXI

No. 4

Section

One

E^{Education}

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

EDUCATIONAL
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Over my shoulder

The Student Accident Summary, which comes to the National Safety Council monthly from schools all over the nation, does not particularize what the student was doing when he was injured. Some time ago the Chicago chapter of the American Red Cross, the Catholic Archdiocese of Chicago and the National Safety Council collaborated on a study of the particulars of 300 accidents which befell elementary parochial school pupils. The only regret is that the study was, necessarily, limited in scope.

Merry Christmas

The paper by Wayne O. Reed was prepared for a joint meeting of all public safety delegates at the 39th National Safety Congress to spell out the details of how our children can have a safe community when the educator, industrialist and public official cooperate.

Merry Christmas

Vivian Weedon, curriculum consultant for the National Safety Council, says the statement of the Standards Committee of the Safety Education Supervisors Section is the most important pronouncement, to date, in the field of safety education.

Merry Christmas

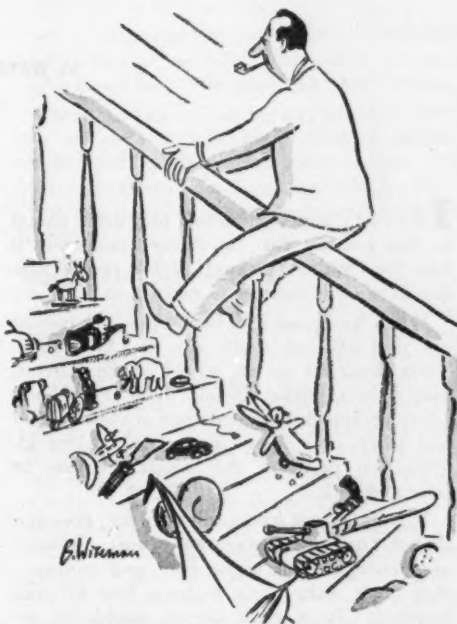
An aggressive program of safety education pays off in saved lives. That is a truism which need not be accepted on good faith alone. The Metropolitan Life Insurance company has some figures to back up the statement.

Merry Christmas

Congratulations to Station WAAM, Baltimore, for making television time available to the school pupils and teachers for the teaching of safety.

Dwight L. Arnold, Kent State University, writes a provocative article about contests. Some work at the Center for Safety, New York University, seems to carry an indication that there is a positive correlation between mental insecurity and accident proneness.

Merry Christmas



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Merry Christmas

Tools, which make more effective the job of teaching traffic safety to the 14,000 kindergarten and first grade pupils who annually enter Detroit's schools, are described by Gordon Graham.

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MERRY CHRISTMAS

from the NATIONAL SAFETY COUNCIL



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For a

Merry Christmas!

PRACTICE SAFETY

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NATIONAL SAFETY COUNCIL • CHAIRMAN J. HENRY H. HARRIS

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School's Role Is Guide, Not Protector From Risk

by WAYNE O. REED

IT IS MY hope that before long every parent in this country can say, "Our community is safe for children because all the people who live in it work together to make it so."

When historians look back upon our present era they will call it the Age of Cooperation. Throughout the nation, school people, parents, businessmen, public officials, public health and safety personnel, representatives of management and labor, and other citizens are working together on problems that touch the lives of boys and girls.

It is important for us to remember, however, that the time for cooperation is now. Children are active, daring, inquisitive, and curious—they don't wait for us to learn how to work together! To a great degree, adults are responsible for the conditions which surround children. When these conditions affect the safety of boys and girls, they need to be remedied cooperatively and immediately.

Recognize Need for Teaching Safety

Generally, school and non-school people agree on what they expect of their schools. Almost everyone believes that schools should help children to live fully and effectively in this modern world. This means it is important to teach the fundamentals — reading, spelling, arithmetic,

writing . . . and incidentally, although the ways of teaching these fundamentals are different than when we went to school, the results are even better. But the three R's are only part of the story.

Today children have need for a vast store of scientifically accurate information, wholesome attitudes, useful skills related to communicating ideas, using science for the well-being of mankind, understanding other peoples, governing themselves honestly and intelligently, taking part in civic affairs, insuring freedom and quality, living healthfully and safely, carrying on business and commerce ethically and efficiently, using leisure time wisely. This includes down-to-earth opportunities to learn to respect the rights of others, to grow in ability, to accept responsibility, to get along with others, to be a good group member. And in relation to our particular sphere of interest, it includes the knowledges, skills, attitudes—the safety consciousness—to live and help others to live safely in this complex and mechanized world of machines, movement, speed, and power.

This is not to imply that children will be encouraged to live without any risks or that

WAYNE O. REED is Assistant Commissioner of Education, U. S. Office of Education, Division of State and Local School Systems, Washington.

Safety Education for December, 1951

they will be so pampered that they will never venture beyond their immediate safe surroundings. It does mean that children *are being helped* to develop the understanding, cooperation, forethought and safety consciousness that will result in reduced suffering and property damage and will lead to the conservation of our human and natural resources for a *greater endeavor*.

Schools Have Been Successful

Consequently, our children can have a safe community if the educator cooperates in helping *them to learn to make it a safe community*. Educators have placed great emphasis on this problem for the past thirty years or more and with such splendid results as to encourage us to redouble our efforts. On Page 11 of the 1951 edition of Accident Facts published by the National Safety Council we find the following statement: "Grade school children (ages 5-14 years) were safer in 1950 than in earlier years. Improvement is greatest since the early 20's when safety training was introduced into the schools." Deaths due to accidents in the 5-14 year age group dropped from 44.3 per 100,000 children average for the 1918-20 period to 22.4 per 100,000 children in 1950. This drop cut the death rate in half. Thousands of children are living today and millions are free from injury and suffering because of the effectiveness of safety education during recent years.

The picture is not so good for the age group, 15-24, for here motor vehicle accidents keep the rate high. Driver education is not yet universally included in the education of high school pupils. But more and more are pupils being taught by the schools to drive a vehicle safely at an age when it really counts. Recent studies (for example, one completed by the Delaware Department of Education) indicate that students who have had driver education have vastly better safety records—fewer deaths, less property damage, fewer traffic violations—than their contemporaries who have not had the privilege of this important phase of education.

Classroom Just Beginning Point

The educator will also help children have a safe community if he continues to cooperate with agencies and individuals in undertakings directed toward the reduction of accidents in the community. Serving on committees, helping to conduct surveys, keeping accurate accident records, establishing good traffic controls around the school, discussing matters with parents and civic groups—these are but a few of the many ways in which the educator can as-

sume his responsibilities in community safety affairs.

I would like to tell you about some of the things the schools are doing to help children learn to live safely. In doing this, I will also try to show how such education involves school, home, and community living—how community resources are used, how community programs are aided. In good schools today, the classroom is just the beginning point for learning activities.

There are many aspects of a safety education program since safety education is a broad phase of the total educational program. Safety education involves many services such as the medical examination or observations and check-ups (screening) by the teacher and nurse. Through such services, we may find a child who has defective vision, or one who is weak or poorly coordinated, or one who is psychologically disturbed so that he is accident-prone.

By keeping accident records, the school can learn what the actual experiences of its own children are and thus point up the teaching.

There are first aid and emergency case services for children who have accidents during school time. These services also include adjustments (physical and pedagogical) for children who have handicaps so that they do not get hurt.

Many Real Situations

The fire drill is a real safety service. Often the local fire chief is consulted by the principal, teachers and representative children in setting up precautions to be taken in case of fire. Unfortunately, today we have also to provide for possible emergency conditions relating to civil defense. Here, too, we find school people and civil defense officials working together. I have to take a moment here to recall that last year about this time, the United States Commissioner of Education issued a defense information bulletin, First Aid and Home Care of the Sick—one of a series on defense topics—suggesting that schools step up the teaching of those subjects and help in the training of instructors to bring this vital information to millions of our citizens.

The school environment is involved in safety education and you, I'm sure, can think of hundreds of illustrations of the need for safe school buildings and grounds. It includes everything from the way the scissors are handled in the first grade to the use of laboratory equipment in the science rooms of the high schools; from the custodian's storage of cleaning supplies and

equipment, to the maintenance of the school bus. And of greater importance, is the necessity of teaching children how to use the facilities, equipment, and supplies safely and to cooperate in correcting conditions that are hazardous.

The organization and conduct of all school activities have safety implications. This involves such things as scheduling class activities, lunch, "activity" and recess periods, the regulations dealing with the riding of bicycles, classroom management, such as procedures involved when small children handle scissors and other sharp tools, or the way materials and other matters are stored and handled in the classroom—such things as the way science and shop equipment is set up and used, the way home-making and physical education, athletic and recreation activities are carried on.

Teacher's Role Most Important

All of these are still just parts of the school program of safety education. There is need for planned and guided learning experiences in safety—instruction, if you will. Surely living safely and practicing safety in the school environment are important ways of learning safe living. But in addition, there must be instruction—guided learning—during the many other opportunities provided within the curriculum. These learning activities range in scope and interest from helping the first grader find the safest route from home to school, to emphasizing the safe use of playground equipment for fourth graders, to special courses in first aid and driver education in the high school—with many other concepts, experiences, skills and attitudes necessary for all children in between.

In this broad program, many people have a responsibility — the administrator, supervisor, principal, custodian, lunchroom worker, school bus driver, safety education consultant, parents and other citizens, and the students themselves. But most important, safety education is the responsibility of the teacher—not just the teacher who has some specific assignment for safety teaching but every teacher. Who is in a better position to favorably influence attitudes, to develop a safety consciousness, to impart knowledge, and to develop skills, than the teacher in his day to day contact with boys and girls?

Children learn safety—absorb safety—in many ways. The most important way, of course, is by living safely throughout the school day and carrying over those safe ways of behaving into home and community life. When children help set up and understand certain regulations

and safe procedures, and are encouraged to observe them—that is functional safety education. There are thousands of examples: When children observe traffic in the halls, or handle their bicycles in the agreed-upon manner on the school grounds, or periodically check playground equipment, or help keep the school grounds free of obstructions and debris, or use the gym mat properly, or stand clear of the batter, or wear goggles while operating a certain piece of shop equipment, or light the ovens properly in the home economics class, or when they serve as a member of the school safety council or the safety patrol, they are living safety.

Parent Should Act Safely

The attitudes children develop and the practices they follow in school carry over into the home and community. It is important for parents not only to encourage safe practices, but to follow them as well. Early last fall I observed a father and six-year-old son on a busy street corner. The father, grabbing the youngster by the hand, started to jaywalk. The child protested saying, "We agreed at school always to wait for the green light." The father with a jerk and a growl commented, "When you're with me you do what I say!" It must have been a little confusing for the child.

There can be learning through dramatization. As a matter of fact it is doubtful that any learning takes place unless there is a feeling and emotion involved. This is not to say that all safety education must be so highly charged that inhibitions are built up. But safety can be taught in such a way that it is real and a part of life. There are times when interest is as "white heat."

Must Provide Experiences

But these opportunities for learning are still not enough. Obviously, teaching safety through living safely in school and through capitalizing upon incidents, effective as these methods are, will not completely meet all the needs of children and youth. There are many aspects of safe living, many decisions to be made, many ways of acting which cannot be lived *ordinarily* within the school—using an escalator or pitching hay are simple examples. It is not realistic to depend upon incidents to cover all the concepts and principles of safe living. Many of the incidents are unhappy occurrences that desirably are to be prevented rather than to be used as an excuse for teaching.

We are then faced with the challenge of providing additional effective safety instruction. To me this means providing experiences for boys

and girls that are meaningful, that help them understand the "why" and "how" of safe living, and that engender desirable attitudes and understandings leading to habitual and natural practice of safety. Such instruction must be based upon certain characteristics of children and youth. It must be tied into their immediate and timely interest. It must recognize their desire to take part in planning and their longing for learning experiences which involve a variety of challenging activities. It must also recognize that children are different. They have different degrees of health, vitality and motor coordination. They live in different kinds of homes under different kinds of circumstances, in different sections of the community. They have different kinds of parents and other adults who influence their ways of thinking. They have different opportunities for practicing safe living.

Avoid Lifeless Materials

We must take into account the common characteristics as well as the individual differences. We must avoid dry and lifeless materials and unnecessary repetition of the same old stuff year after year.

Many—almost every—school experiences involve some consideration of safety. Wherever appropriate and natural, the safety implications of any learning experience should be brought out. When the second graders visit the fire house, or the sixth graders go to the school camp, there are innumerable safety factors involved. In the high school, who can better teach safety in relation to athletics, recreation and physical education activities than the physical education teacher? Or the safety in the home—who can teach it more appropriately than the home economics teacher? Is not science teaching replete with opportunities for getting across safety concepts? Surely this is true and full capital should be made of these opportunities for correlation. But then some of these experiences are so important that they must be a part of the education of *all* pupils. As an example, home economics reaches many but not all of the girls of the high school and few of the boys. Yet in the home it is the boys mainly who will operate the tools, fool with the electricity, or even wield the can openers these days. I suggest that we must look at our high school curriculum to make sure that all boys and girls have the privilege of profiting from certain basic and common experiences.

This would seem to indicate that both in the elementary school and in the high school there are times when the school curriculum may be

built profitably, for a time, around particular interests and needs relating to safety. One glance at the accident records, or reflection on the known hazards to safety that exist among a certain group of elementary children, would give evidence of the kind of educational focus for certain classroom activities during a period of time. The need for instruction in first aid or a good course in driver education for high school boys and girls are other obvious examples.

There is, then, content in safety education, certain knowledges and skills to be learned. One must be in command of today's environment today. But it is more than that. It is a way of thinking—so that one can also be in command of tomorrow's environment tomorrow. As an example, right now within a stone's throw of the nation's capitol, there are children who must learn to use kerosene lamps properly. One of the common causes of fire in the District of Columbia is movable kerosene space heaters. A little further out in the suburban area, storing and handling gasoline for use in power mowers presents a safety problem. These illustrations are different in circumstance, yet common principles are involved.

Many Possible Headings

The content in each school will vary with the needs and interests of the students, of course. But generally some of the more common learnings might be organized into these headings:

HOME AND FARM SAFETY: Safety in various parts of the home, the yard, in the barn, involving such things as the prevention of fires, burns, falls, poisoning, cuts, and asphyxiation, the handling of animals that as somebody put it "kick, bite, claw, scratch, buck, or gore."

PUBLIC SAFETY: (a) Traffic: For elementary children—tricycles, bicycles, wagons, scooters, skates; for high school children—motor scooters, hot rods, jeeps, trucks, and the family car. For all of them—pedestrian practices, use of public carriers, buses, trains, taxi cabs, etc. (b) Public Buildings: Using revolving doors, elevators, exits, fire escapes, etc.

SAFETY IN PLAY AND RECREATION: (a) Playing in the street and on playgrounds, using equipment and supplies like kites, swings, seesaws. (b) Water Safety: Swimming, boating, fishing. (c) Safety Elements of Nature: The sun, wind, storms, insects, reptiles.

SCHOOL SAFETY: (a) Safety on the grounds, in the halls, in the classroom.

(b) Safety in gymnasiums, play areas, locker room. (c) Safety in special areas such as the science room, home economics department, shop, school lunchroom, etc.

SAFETY RELATED TO HOLIDAYS AND OTHER TRADITIONAL OBSERVANCES.

First aid and home care of the sick and injured is an elective category. Its content is of limited value unless tied in specifically with individual and group needs. Some of the ways that we can help find those needs are:

Study and use medical, dental and accident records, the other health and safety appraisals, the recorded comments of conferences between teacher and nurse and parents and others.

Child Supplies Clues

Observe the safety practices of the children in the school, on the playground, during the lunch period, in the community.

Observe the child's ability to live with and compensate for his handicaps.

Evaluate the quality of relationships among pupils, with one another and with adults.

Learn what children do in their free time, what they talk about, how they feel about things.

Study the organization of the school day to determine whether the things that happen and the arrangement of the day are compatible with good safety practices.

Evaluate the philosophy and actions of teachers and other adults of the community to note their influence on safety attitudes.

Need One Responsible Person

Survey the school, home and community for accident hazards and for other safety needs.

Use data available from the public health, police, highway, and other agencies.

Survey textbooks, courses of study, curriculum guides and other materials to determine what items are stressed; weigh these items for appropriateness in the light of the needs of the particular children concerned.

These are just suggestive—there are many other evidences of children's needs.

These sources of needs also indicate the many resources that are available for helping the teacher do a good job of teaching. They are too numerous to permit description of them here.

The broad program needs someone especially concerned with pointing it up—someone to take a special interest to see that all of the educational opportunities are fully utilized, to help coordinate activities, to provide enlightened

leadership so that school and community resources will be used to the fullest.

In a state or local school system, this is ultimately the responsibility of the administrator. But so are many other things—and so he must delegate. The manner in which leadership in safety education will be delegated must necessarily depend upon many things. The size of the community, the number of pupils or students, their age and grade level, preparation of the teachers, available resources and many other factors are involved.

In some instances the leadership might come from a person especially employed as a supervisor, coordinator, or consultant in safety education. Or it may be a person who has the functions described in those titles, but in connection with a larger responsibility. In small organizations the leadership might come from a committee with some one especially designated as chairman of the committee. **In other words, the safety education phase needs some one who is interested in the program, who has an adequate technical background in the subject and who knows how to work with people.**

Safety a 24-Hour Affair

Today more than 40 states have someone in the state department of education especially designated to coordinate the activities of the department that relate to safety education. Ten or more have such persons who give full time to the safety assignment.

There are counterparts of these school services on the national level. There is the National Commission on Safety Education of the National Education Association. In our own Office of Education we look mainly to our specialists in health and physical education for leadership in safety education. All of you are aware of the excellent services of the School and College Division of the National Safety Council.

I hope I have conveyed to you my very strong personal feeling that we can make our community safe for our children *only* if every citizen accepts his responsibilities—the educator no less than any other person. The educator contributes in *two ways*: (1) by helping children and youth learn to live safely; (2) by contributing as a citizen of the community to those safety activities that lead to civic betterment.

Safe living is a twenty-four-hour affair. It is all about us. It goes on in school and out of school. There is scarcely an experience that the school provides that does not have safety

to page 39

Recommended Standards for Administration

The following statement was prepared by the Standards Committee of the Safety Education Supervisors Section and was adopted by the School and College Conference, October, 1951.

THE ADMINISTRATION OF SAFETY IN A SCHOOL SYSTEM

Before a sound program of safety education can be achieved, all school personnel must be firmly convinced of the importance of such a program. This presumes aggressive administration toward that objective. There is need for the appointment of some individual as the key person in carrying out administrative policy as determined by the board of education and the superintendent and staff.

The title assigned to this individual may be director, consultant, supervisor, coordinator or any other title which fits into the administrative set-up in the local school system. The person designated should be charged with the following duties:

1. *The Determination and Coordination of Administrative Policy in Safety.*

Unless someone is charged directly with developing this function, important educational elements may be neglected. Safety is unique in the manner in which it cuts across so many areas of instruction and in the fact that it reaches into exceptionally important administrative fields. To illustrate:

The collection, analysis and use of data from accident reports is essential to a school safety program.

Safety programs also operate outside the school building, thereby involving important additional public relations aspects.

Safety instruction for beginners confronts the child all at once, thus involving unusually important instructional and control demands.

The exit-drill and other emergency situations outrank most administrative necessities in legal, instructional, and control importance.

Safety must be an integral part of all areas of the school such as shops, home economics, science, physical education, and social studies.

Safety must be built into all school buildings.

The community must share responsibility for the development of safety practices and attitudes.

2. *The Development of Safety Curricula.*

The modern school develops education for safety at all school levels as a significant part of the school's total program either through the integrative process or by direct instruction. Unless some person is charged with this responsibility, safety will be neglected.

3. *The Improvement of Instruction in Safety.*

There are many technical elements related to efficient safety instruction. Techniques related to school safety organizations, the achievement of a variety of approaches to safety, effective development of driver education programs, and the proper use of all media of instruction are among the specifics which make it necessary to place this area of instruction in the hands of some person trained for the purpose.

4. *The Development of Improved Community Coordination in Safety.*

The school cannot afford to leave the development of this important factor to chance. Police and fire departments, the utilities, pedestrian and traffic controls, accident prevention, safety councils, service clubs, and home and school organizations all play vital parts in the simultaneous development of improved public relations and safety practices. Improved community coordination operates toward effective public relations. A designated person in the school system needs to have direct responsibility for this function.

5. *The Evaluation of the Effectiveness of the Safety Program.*

In today's school this is a technical problem, requiring the guidance of a person skilled in safety techniques and with an understanding of their relation to the total school program.

schools, council, broadcaster

Use Nine TV Programs In Teaching Safety

by **FRANK BENNETT**

HAVE you been on television yet?

Eighty-nine Baltimore public school pupils, as well as teachers, subject matter specialists, supervisors, vice-principals and outside resource people, had a "whale of a good time" staging the series of nine television programs, "Safety and You," which were broadcast by Station WAAM.

Pupils in the 23 Baltimore schools which possess a TV receiver saw the programs at school. Other pupils, attending schools lacking a receiver, were dismissed early so they might see the programs.

The interesting thing about our shows was the fact that several persons took the responsibility of each program and went back to the classroom and in cooperation with the pupils developed the entire show including music, poems, costumes, art work, jingles and even the theme.

Christmastime safety messages, featuring original music, were sent by these children.



Over-riding responsibility was in the hands of Mrs. Eleanora B. Kane, specialist in radio education, and the specialist in safety education, working with the Baltimore Safety Council and Station WAAM.

But the programs were generated in the schools.

Naturally there were some pre-telecast and post-telecast materials sent out to make certain that the show did not become an entity in itself.

At the close of the series the following questionnaire was sent to the Baltimore schools. No tabulation has been made of the responses but they indicated, in general, that a great deal was learned through this medium of education.

1. Is there any evidence to show that the program appeals to the children?
2. Is there any evidence to show that these

Members of a home economics class safely prepare food for a Thanksgiving party.



FRANK BENNETT is specialist in safety education for the Baltimore, Maryland public school system.

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programs are helping children to recognize hazardous situations?

3. Have you noticed anything which might show that a fear for some of the activities may be developed, or have you noticed freedom created along with respect for fire, electricity and the other unknowns?

4. Have you noticed any improvement in general attitudes toward safety?

5. Have the suggested activities listed in the post-telecast lesson been helpful?

6. Is there any evidence that the television safety shows have stimulated the children to undertake any projects or to learn by doing?

7. What suggestions do you have which might improve our telecast?

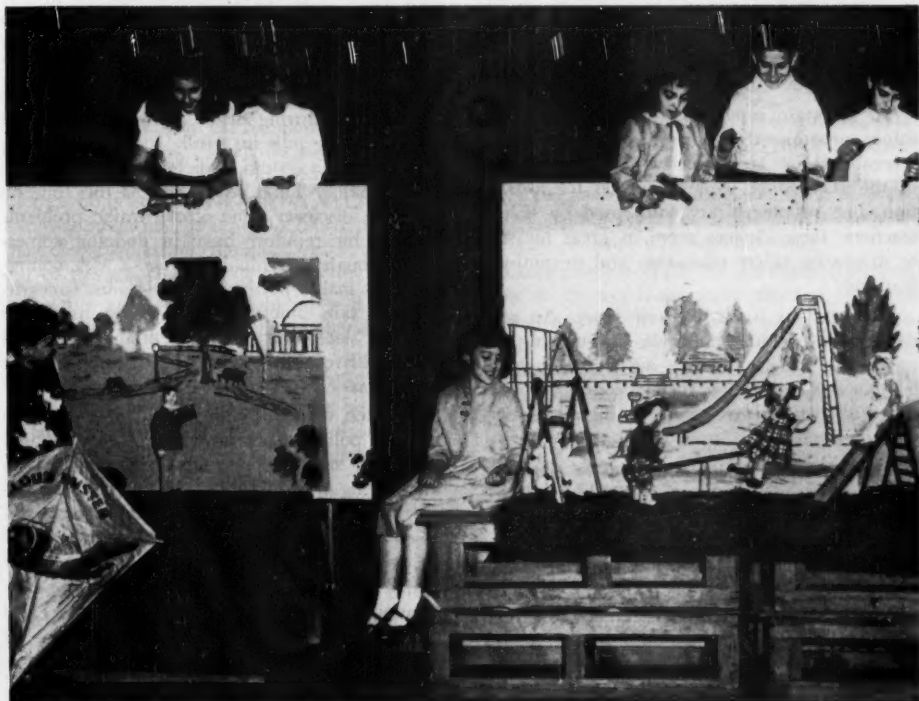
8. Which telecast was more worthwhile?

Particular credit is due to Edward Sarrow of Station WAAM, who produced the series for us, and to the many outstanding resource persons in the community, particularly Judge Joseph Kolodny, and Arthur Watson, zoo director.



The classes wrote their own script on traffic hazards for this Safety and You show.

Children from four Baltimore schools joined together to present an elaborate marionette show as one of the series of nine shows, Safety and You, telecast by Station WAAM.



detroit teachers find

Tools Dramatize Safety For School Beginners

by **GORDON C. GRAHAM**

TRAFFIC SAFETY is a serious business—and to no one is it a more serious business than to the 14,000 kindergarten pupils and the first graders who enter Detroit's public schools each year. Approaching a study of how to safeguard their own and other lives in the heavy traffic of the automobile capital, they give the problem the same sober consideration as would any traffic engineer, police officer or training expert. But like all small fry who've ever entered a schoolhouse, they see no reason why learning even so grave a subject as traffic safety shouldn't have its lighter side—and neither do their teachers.

To maintain interest in the daily long-term safety program the Detroit schools are using several unique and effective teaching devices in the classrooms. Not substitutes for instruction, but supplementary tools used by skillful teachers, these devices serve in great measure to dramatize safety education and to motivate learning.

One of these is *Noodlehead Jones*. An accident-prone sawdust doll who presumably has noodles in his head where his brains ought to be, Noodlehead makes unsafe conduct appear dreadfully immature, even to flighty kindergarten pupils.

This "Snerdlike" character was recruited by teachers several years ago to help boys and girls gain a perspective on traffic safety and his antics have been entertaining the youngsters ever since. Stories about Noodlehead are frequently told during the safety programs broadcast twice-weekly on the Detroit schools' FM station, WDTR. Primary grade children who follow his adventures (or misadventures) over the airwaves also have a chance to meet him in print,

for illustrated stories are distributed to the schools to be read and colored.

In the classroom, too, teachers use Irving Caesar's "Sing a Song of Safety" series to good effect. Some teach the songs from their book of melodies while others use the excellent recordings which are available commercially. The catchy tunes dramatize the fact that "An Automobile has Two Big Eyes" and that it is preferable to "Let the Ball Roll" when it goes into the street. They give lyrical emphasis to the need to "Remember Your Name and Address."

Even Santa Claus is safety-minded in the auto manufacturing city. Each year, just before Christmas, he puts in a fully costumed appearance before a studio audience of first graders on the Safety Time broadcast. At this time he not only discusses some of the traffic problems he and his reindeer have in dodging comets but, through individual interviews with youngsters, he makes pertinent observations concerning the safe practices necessary in using the bicycles, sleds, and other potentially dangerous small vehicles they inevitably request for Christmas.

The ten officers of the youth bureau of the Detroit police department, who are assigned to school safety work, ably assist teachers in discovering means of entertaining while instructing school children in safe conduct in traffic. Their accomplishments as magicians, dog trainers, ventriloquists and chalk artists, usually revealed through auditorium programs, have contributed materially to Detroit's enviable child traffic safety record.

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GORDON C. GRAHAM is supervisor of the safety education department of the Detroit, Mich., public schools.

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like gasoline on a slow fire

Contests Are An Easy Way Of Getting Fast Action

by DWIGHT L. ARNOLD

"HOORAY! We Won!" This shout rose out in the night after a basketball game years ago. One person who heard it thought: "Yes. We won. And somebody lost."

Since that time there has been an increasing uncertainty, growing in the writer's mind, that contests are a good thing. Contests are such a common and frequent part of our educational programs that many other educators must be raising serious questions as to their values and to the dangers of gross over-emphasis.

Contests are commonly used because they are an easy way of arousing interest and participation by large numbers of persons at a relatively small cost in the imagination and skills of their instigators. They do provide a way of getting people interested in activities in which there is no basic, natural interest. On the other hand, contests may take up so much time that they crowd other and more important activities out of the school program.

In this article these problems will be discussed. Major dangers will be emphasized.

Contests, it seems to me, grow out of the idea that children are lazy and disinterested in important matters; that they must be "made" to learn, or be tricked into learning those things which will benefit themselves and others. This is grossly untrue.

Not only is it untrue but it is a cover-up for our lack of understanding and lack of skill in working with children and youth.

Frequently the prizes given to winners are out of proportion to the amount of energy and

ingenuity expended in the winning. For example, a trip to Washington, or an automobile given for the writing of a two-page essay.

This tendency to give prizes which are completely out of proportion to the amount of energy expended is an easy way to provide motivation and broad participation.

It is also a way in which we develop an attitude—a "gimme" attitude—of expecting to receive a large reward for small labor. It is also very close to the tendency to gamble.

Another danger inherent in contests is that the emphasis is upon the winning of the prize and not upon the learnings, activities and growth that take place in the contest. The writer has observed several Prince of Peace declamation contests. Almost invariably the apparent goal of spreading the spirit of peace is lost in the battle to win. And almost invariably someone's feelings are hurt.

Large prizes intensify the contestants' temptations to do anything under the sun, right or wrong, in order to win. Newspaper disclosures of the last few months, the cheating at West Point, the bribing and accepting of bribes in basketball, only emphasize the serious questioning of the value of the whole competitive system of inter-scholastic athletics. The system is based primarily upon the contest pattern and may be fundamentally wrong. It may be undermining a basic morality among our youth.

When the purpose is to win—regardless of what happens to people, regardless of moral principles or anything else—then the contest has become a tragic threat. This danger accompanies all contests—the danger that the prize and the winning are so important that all

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DWIGHT L. ARNOLD is director of guidance testing at Kent State University, Kent, Ohio.

this study details the

Particulars of 300 Pupil Accidents

by H. GENE MILLER

DURING THE past several years, one out of three children who died was killed in an accident. In the latest three or four years for which details are available, the proportion was even higher—approximately two out of five children 5 to 14 years old who died were killed in accidents. However, the accidental death rate of these children has decreased 40 per cent since 1922—the year in which a national safety education program was begun.

In contrast to these definite facts about deaths, there is little or no information available on injuries. Except for motor-vehicle accidents, non-fatal injuries are not reportable by law.

In an effort to secure some data on nonfatal injuries to children, the National Safety Council has, for several years, been summarizing student accidents by type and grade, as reported by cooperating school systems in different parts of the United States. Accidents included are those requiring a doctor's attention or causing absence from school of one-half day or more.

The present survey was conducted jointly by the National Safety Council and the Chicago Chapter of the American Red Cross to secure more detailed information than is usually available on one group of student accidents—the nature and degree of injury, part of body injured and the specific activity of the student at the time of the accident. This study of 300

accidents, each requiring medical attention or causing at least one-half day's absence from school, was reported to the Chicago Chapter of the American Red Cross by elementary schools in the Catholic Archdiocese of Chicago. The average enrollment in these schools was approximately 61,100.

It is hoped that the following analysis of them will show some underlying factors in student accidents which will be useful in the specific, detailed planning of safety education activities.

OF THE 300 INJURIES TO SCHOOL CHILDREN, only 111, or about one injury out of every three, occurred in the school area during scheduled school activities. Twenty-two of the 111 injuries occurred inside the school buildings, while 89 occurred outside of the buildings, on the school grounds.

Forty of the 300 injuries, or about one in eight, occurred on the way to or from school, while 31 injuries happened in the home area.

Of the remaining cases, nearly two out of every five occurred at other miscellaneous places, or at times different from those included in the above groups. For example, some of these injuries occurred on school grounds but not during scheduled school activities.

H. GENE MILLER is director of the statistical division of the National Safety Council.

Of the 300 injuries, 184 occurred during the four months—October through January. November was the month with most injuries—64, while October and January were next, in that order, with 55 and 42 respectively. Only 23 injuries were reported in December, the smaller number resulting undoubtedly because of the holidays. May and June were the two months with the fewest injuries, 13 and four being reported, respectively.

All of the injuries occurring inside of school buildings happened during the months October through April, while injuries occurring on school grounds and while the children were going to and from school occurred more frequently during the months October through January.

Injuries occurring in the home area varied from one to four during most months. In November, though, the total was 12, while in May and June, none were reported.

November was also the month in which the greatest number of injuries occurred in miscellaneous places. Except for this month, the

numbers of injuries by months occurred without a significant pattern. Table 1 shows the number of injuries which occurred during each month, cross classified by place of occurrence, and compared with the distribution of accidents for the entire nation.

IN ABOUT TWO OUT OF EVERY THREE of the 300 cases reviewed, the injured children were boys. For both boys and girls, there were more injuries in the age 10 group than in any of the other groups. Other than this, injuries by ages showed no significant pattern. The average age for all injured children was 10.0 years; boys averaged 10.2 years, and girls averaged 9.8 years.

No figures are available which show the number of children of each age enrolled in school to permit making a comparison between injuries and enrollment by ages. However, information is available which permits making a comparison between injuries and enrollment by grades (a suitable substitute for age data), and this is presented in Table 3.

Table 1
Number of Injuries by Months, Cross Classified by Place of Occurrence
Compared with Distribution of Student Accidents for Entire Nation*.

Month		Total Cases		Entire Nation*	Place of Occurrence					
					School Grounds	School Buildings	To and From School	Home Area	Elsewhere	Not Stated
		No.	%	%						
Total Cases	No.	300			89	22	40	31	113	5
	%		100		30	7	13	10	38	2
Entire Nation* %				100	23	19	9	22	27	
September		14	5	11	2		4	3	5	
October		55	18	16	20	3	11	4	16	1
November		64	22	9	21	4	1	12	26	
December		23	8	6	5	2	7	3	6	
January		42	14	9	16	3	6	2	12	3
February		23	8	11	10	2	1	1	9	
March		24	8	11	5	3	4	4	7	1
April		37	12	13	9	5	3	2	18	
May		13	4	14	1		1		11	
June		4	1				1		3	
Not Stated		1					1			

*The National Safety Council had reports of 11,253 student accidents for the period covered by this study.

Table 2
Age and Sex of the Injured Children

Age	Total	Sex	
		Male	Female
Total	300	209	91
4	1	1	
5	4	1	3
6	26	18	8
7	30	21	9
8	28	18	10
9	23	18	5
10	50	32	18
11	28	18	10
12	42	28	14
13	40	33	7
14	19	15	4
15	6	3	3
NS	3	3	

ON THE AVERAGE, children in grades 5 through 8 were injured more frequently than children in grades 1 through 4. This is indicated by a comparison of the percentage of total children enrolled in each grade with the percentage of total children injured in each grade.*

Eleven per cent of all children enrolled were in the 8th grade but 15 per cent of all the children injured were in this grade. The same proportions were noted for the 7th grade. In contrast, 14 per cent of all enrolled children were in the 1st grade, but only 12 per cent of the injured children were in this grade. In the 2nd grade, the percentages were: 14 per cent of the enrollment and 9 per cent of the injuries.

Table 3 shows the percentage figures for each grade.

Table 3
Injuries and Enrollment by Grades

Grade	Injuries % of total	Enrollment % of total
1	12	14
2	9	14
3	13	13
4	9	13
5	14	12
6	13	12
7	15	11
8	15	11
Total	100	100

*Application of a suitable statistical test (X-Square test) has indicated that the observed differences are significant; i.e., it is highly improbable that the differences noted in the percentage figures are merely chance variations in this particular study.

IN NEARLY HALF OF THE CASES, the injuries resulted from falls—of the 300 cases, 136 accidents were of this type. In 102 cases, the falls were on the same level, while in the remaining 34 cases, the falls were from one level to another.

In 83 cases, or about one case in four, injuries resulted when the children were struck by vehicles, objects, or other persons.

Table 4 shows all of the accident types.

Type of Accident	No. of Cases
Falls	136
On the same level	102
Tripped over object	15
Tripped by person	3
Other	84
From one level to another	34
From vehicle (bicycle, wagon, etc.)	4
Other	30
Struck by	83
Vehicle	46
Object	27
Person	10
Struck against	41
Object	25
Person	16
Caught in Object	7
Burns and Scalds	6
Animal bite	3
Put pencil in ear	1
Not stated	23
Total	300

OF THE 300 INJURIES, 97 OR NEARLY one in three were fractures. Fifty-three of the 97 fractures were caused by falls, and although these occurred mostly in falls on the same level, the high total resulted because there were more falls of this type; falls from one level to another resulted in a higher proportion of fractures.

One-fourth of the fractures resulted from accidents in which the children were struck by vehicles, objects, or other persons.

Cuts and lacerations also totalled about one-third of all of the injuries. Approximately half of these resulted from falls, most of which were on the same level. Striking against objects and being struck by objects resulted in the next largest number of injuries of this type.

IN ALMOST TWO OF EVERY FIVE OF the 300 cases, the accidents resulted in head injuries. These numbered 124. Upper extremities were injured in 88 cases, lower extremities in 65 cases, and torsos in 20 cases.

Nearly half of the head injuries were cuts or lacerations, with concussions, bruises, and fractures next, in that order. In addition to general head injuries, which totaled 75 of the 124 cases, other parts of the head, in the order of frequency of injury, were: face, eyes, nose, lips, ears, teeth and tongue.

Nearly half of the injuries to the upper extremities involved the arms, including the elbows, and in two-thirds of these cases, the injuries were fractures. Wrist injuries, which were mostly fractures, were next in importance, with hand injuries, predominantly cuts, third.

Of the 65 injuries involving the lower extremities, leg injuries were most frequent, with ankle, knee, thigh and foot injuries next, in that order. Nearly half of the leg injuries were fractures, while two-thirds of the ankle injuries were fractures. Knee injuries were cuts, lacerations, sprains and abrasions.

Collar bone and back injuries were the prin-

cipal ones involving the torso. All of the collar-bone cases were fractures, while the back injuries were predominantly bruises. Table 6 shows the number of injuries involving different parts of the body, cross classified by the type of injury.

A DETAILED ACCOUNTING OF THE circumstances of the more serious of the 300 injuries, classified as (1) head (2) upper extremities (3) lower extremities and (4) torso injuries follows:

HEAD INJURIES

Concussions: Eighteen of the head injuries were concussions. Seven of these were the result of automobile accidents; in four, the children were struck by automobiles while crossing streets; in one, the child was struck while alighting from an automobile, apparently on the traffic side; in another, the child was in an automobile which was struck by another automobile; and in the remaining case, the child was riding a bicycle which was struck by an automobile.

Four children suffered concussions when they fell while skating or playing on ice. In two of these cases, the children were skating on park playgrounds, while in the other two cases, the children were playing on ice covered school

Table 5
Nature of Injury, Cross Classified by Type of Accident

Type of Accident	Total	Nature of Injury													NS
		Fracture	Cut	Laceration	Bruise	Concussion	Sprain	Burn, scald	Abrasion	Puncture	Bite	Scratch	Dislocation	Internal	
Total	300	97	85	14	31	20	15	7	6	5	4	3	2	1	10
Falls	136	53	40	7	11	6	11		2	3	1	1			1
On the same level	102	38	33	5	6	5	9		2	1	1	1			
Tripped over object	15	4	4	1	1	3	1		1						1
Tripped by person	3	3													
Other	84	31	29	4	5	2	8		1	1	1	1			1
Different level ..	34	15	7	2	5	1	2			2					
From vehicle ..	4	3			1										
Other	30	12	7	2	4	1	2			2					
Struck by	83	24	20	2	13	10	1	1	1	1		2	2	1	5
Vehicle	46	16	4	2	11	8						1	1	1	2
Object	27	3	14		2	1		1	1	1		1			3
Person	10	5	2			1	1						1		
Struck against	41	6	18	2	7	3	1		2	1					1
Object	25	2	14	2	4		1		1	1					
Person	16	4	4		3	3			1						1
Caught in object...	7	3		2		1									1
Burns and scalds...	6							6							
Animal bites	3										3				
Pencil in ear.....	1														1
Not stated	23	11	7	1			2		1						1

grounds during noon hours.

Three of the remaining seven accidents occurred on school grounds and two others occurred in school buildings. On the school grounds, a boy and girl ran into each other while playing tag; the girl suffered a concussion when she fell on the asphalt paving. In the second case, a boy fell from the high framework of equipment which the report stated was reserved for older children; and in the third case, a six year old boy was struck while standing too close to a swing which other children were using. In the latter two cases, teachers were in charge and present when the accidents happened.

One of the serious head injuries which happened in school buildings occurred in the gym when a girl was deliberately tripped by some boys. The other occurred during an altercation.

The two remaining accidents causing concussions occurred away from school. In one, a girl tripped over an object on the sidewalk, and in the other, two children collided while running.

Fractured Skulls: Ten of the head injuries were fractured skulls. In seven of these cases, the children were struck by automobiles; three of these occurred while the children were crossing streets on their way to or from school; three more occurred while the children were playing in streets, or when they ran into streets while playing; and in the remaining case the child was riding a bicycle on the highway when the accident happened.

In one of the remaining three cases a boy was pushed from his bicycle and struck his head on the curb. Another child slipped on the ice while on her way to school; and in the third case, a five year old girl fainted during morning prayer and struck her head on the edge of the seat.

Summarizing the concussion and skull fracture cases described in the preceding paragraphs, there was a total of 28, exactly half of which were the result of motor-vehicle accidents. In these cases, eleven of the injured children were pedestrians, two were bicyclists and one was a motor-vehicle occupant.

In five of the remaining fourteen cases, the children were playing on ice, while in the rest of the cases, the activities of the children were miscellaneous.

Fractured Noses: Three of the head injuries were fractured noses. A seven year old girl was struck by an automobile while on her way to school. A boy fell while sliding on the ice, an accident which happened on school grounds during the noon hour. In the third case, a boy was struck by a baseball while catching without

the protection of a mask. The game was not a school activity.

UPPER EXTREMITIES

Fractured Arms: In 25 cases, children suffered fractured arms; the accidents were principally falls. In nine of these cases, the children were playing as follows:

Football—4
Ball—2
Basketball—1
Tag—1
Playing—1

Two other children fell while roller skating, and another child fell off her bicycle.

Six children suffered fractured arms when they fell, while climbing on:

Buildings—2
Fence—1
Lumber in a lumber yard—1
Monkey bars—1
Furniture—1

Five of the remaining seven accidents were miscellaneous, as follows: Tripped on threshold of school building, tripped on trouser cuff, slipped on ice on way to school, fell when pushed during horseplay, fell while washing school blackboards after jumping to reach top of board. In the other two cases, the reports did not state how the accidents happened but the activities were: "loading bottles on truck," and "performing gym exercises after school."

Fractured Wrists: In 12 cases, the injuries were fractured wrists. Two of these injuries resulted from falls while roller skating, and three resulted from falls while playing running games, such as tag; two of these latter accidents occurred on school grounds during noon hours. Five of the remaining seven accidents occurred as follows: fell while playing on stairway in home, fell while playing on a snow plow, tripped over door mat, lost balance while just walking, playing football. In the remaining two cases, no information was given regarding the nature of the accidents.

LOWER EXTREMITIES

Fractured Legs: Sixteen of the injuries involving the lower extremities were fractured legs. Automobile and skating accidents each accounted for five of these. Among the automobile accidents, a six year old boy crossing the street in the middle of the block ran in front of an automobile; an 8 year old boy who was playing on the sidewalk ran into the street from between two parked cars; a 9 year old boy did not see an approaching automobile while crossing at the corner; and a 12 year old boy did not

see an approaching automobile as he walked from the curb to board a street car. In the remaining automobile accident, a girl who was crossing the street at the corner was struck by an automobile which came from around the corner.

In three of the skating accidents, the children fell while skating on playground rinks. Another child was skating on the ice in front of her home and fell on ashes which had been placed on the ice. The fifth child was tripped by another child while skating on the ice on the school grounds during the noon hour. In addition to the above cases, a 10 year old boy suffered a fractured leg when his sled crashed into a tree on a park hill.

In the remaining five cases, the accidents and activities were as follows: fell while playing

tag; tackled and fell while playing football; fell while playing jumping game; playing on steel girders and struck by one which fell; playing between parked cars—no other information given.

Fractured Ankles: Nine of the cases involving lower extremities were fractured ankles. In three of these cases, the children fell while ice skating. One child was struck by an automobile which he did not see approaching from around the corner, and a girl in a coaster wagon was struck by a car as she came out of an alley onto a busy street. In the remaining cases, a 14 year old girl was thrown from a horse; an 11 year old girl fell while running during a game of "hide and seek"; a 12 year old girl jumped off a fence while playing; and a boy standing in line at school fell when he was unexpectedly pushed by another pupil.

Table 6
Nature of Injury, Cross Classified by Part of Body

Part of Body	Total	Nature of Injury													NS
		Fracture	Cut	Laceration	Bruise	Concussion	Sprain	Burn, scald	Abrasion	Puncture	Bite	Scratch	Dislocation	Internal	
Total	300	97	85	14	31	20	15	7	6	5	4	3	2	1	10
Head	124	13	55	5	17	18		3	2	1	1	2			7
Face	17		9	1	4			2	1						
Eye	10		5		1							1			3
Nose	8	3			5										
Lip	5		4							1					
Ear	4		2									1			1
Teeth	3														3
Tongue	2		1								1				
Head (n.o.c.).*	75	10	34	4	7	18		1	1						
Upper Extremities...	88	48	17	2	4	2	10	1	2	1	1				
Arm	35	25	3	1	2		4								
Wrist	20	12	3				4		1						
Hand	16	1	11	1	1	1		1		1	1				
Finger	10	4				1	2		1	1	1				
Elbow	7	6			1										
Lower Extremities...	65	27	12	6	5		5	2	2	1	2	1	1		1
Leg	36	16	8	4	3			2		1	2				
Ankle	14	9	2				3								
Knee	11	1	2	2	1		2		2			1			
Thigh	3	1			1								1		
Foot	1														1
Torso	20	9	1		5			1		2			1	1	
Collarbone	7	7													
Back	6		1		5										
Shoulder	2	1											1		
Neck	2	1								1					
Chest	1							1							
Intestines	1									1					
Internal (other)...	1													1	
Not Stated	3			1											2

*not otherwise classified.

TORSO INJURIES

Fractured Collarbones: Seven accidents resulted in fractured collar bones. One boy fell on the ice while watching a skating race; and another lad, while watching a ball game, was knocked down when he got in the way of the players. In two other cases, boys fell down during rough play. In another accident, one of

two boys riding on a bicycle received a broken collar bone when the bicycle was struck by an automobile while they were crossing the street. In one of the remaining two cases, a boy fell while playing football, and in the other, a boy was sleigh riding and ran into a tree.

THE LARGEST NUMBER OF ACCIDENTS occurred to children who were engaged in an

Table 7
Activity of the Injured Child, Cross Classified by Place of Occurrence

Activity of Injured	Total	Place						Activity Organized	Activity* Supervised			Total
		School Grounds	School Buildings	To and From School	Home Area	Other	Not Stated		(1)	(2)	(3)	
Total	300	89	22	40	31	113	5	17	45	4	31	80
Playing	118	60	5	4	9	39	1	4	27	3	9	39
Tag	12	7	1	1		3		1	6	1	1	8
Sliding on ice	10	9				1			1		2	3
Swinging	5	3				2			3		1	4
Climbing monkey bars ..	2	2							1		1	2
Swinging on desk	2		2									
Weight lifting, hand springs, other	15	6			2	6	1	1	3	1	1	5
Playing (NS)	72	33	2	3	7	27		2	13	1	3	17
Athletic Sports	52	15	1		2	31	3	10	6		5	11
Football	18	7			1	9	1	7	5		1	6
Ice skating	11					9	2					
Baseball	9	5				4		1			3	3
Roller skating	5				1	4						
Basketball	3	2				1					1	1
Ball (NS)	3					3						
Hockey	2	1				1		1	1			1
Volleyball	1		1					1				
Operating	17	1		6		9	1	1			1	1
Bicycle	12			6		6						
Sled	4	1				2	1					
Wagon	1					1		1			1	1
Home Duties	9			1	6	2						
Shopping	2			1		1						
Ironing, cooking, etc...	7				6	1						
Class Work	7		6			1		2	6			6
Prayer	3		2			1		2	2			2
Cleaning boards, etc...	4		4						4			4
Other	89	11	10	28	11	29			5	1	14	20
Crossing street	25			12		13				1		1
Other walking	19	4	3	8		4			1		5	6
Running	8	4	1	2		1			2		2	4
Up and down stairs...	7		1		6						1	1
Passenger, motor vehicle	5			3		2						
Fighting	3	1			1	1					1	1
Other	22	2	5	3	4	8			2		5	7
Not Stated	8	2		1	3	2			1		2	3

*(1) Supervisor present at time of accident.

(2) Supervisor not present, but student in charge.

(3) Activity supervised, but neither supervisor nor student-in-charge present.

activity classified only as "playing." The activity in 72 of the 300 cases was identified only in this manner. Some of the other types of miscellaneous playing in which accidents occurred were: tag, sliding on ice or snow, swinging, and climbing on monkey bars. This entire group of playing activities totalled 118 cases.

Athletics such as football, ice skating, baseball, etc., were the activities in which 52 of the children were engaged when they were injured. The number of cases for each of the above three sports were, respectively, 18, 11 and 9.

Riding bicycles, sleds and a wagon were the activities of 17 of the injured children, with bicycle cases totalling 12 of this number.

Nine children were injured while engaged in such miscellaneous home activities as shopping, ironing, cooking, and tending furnace. Another seven were injured in the course of classroom activities; in three of these cases the children were engaged in prayer, while other activities included cleaning boards and dusting.

Cases not subject to classification in any of the above specific groups totalled 89, and included such general activities as walking, running, going up or down stairs, and riding as passengers in motor vehicles.

Table 7 lists the more important activities, cross classified by the place of occurrence, and shows also the number of instances in which the activities were organized and/or supervised.

IN ONLY 17 OUT OF THE 300 cases did the reports state that the activities were organized. In nine of the 89 accidents on school grounds, the activities were organized; in two of the 22 school building accidents, and in six of the 113 "other place" accidents, the activities were organized. In the remaining cases this question was left unanswered.

On school grounds, the activities were organized in four of the seven football cases, the one hockey case, one of the seven tag cases, one of the six miscellaneous play activities, and two of the 33 NS (not stated) play activities. In the school building, the volley ball game in which an injury was organized, as was one of the two prayer activities. In "other" places, in three of the nine football and one of the four baseball accidents, the activities were organized. The one prayer activity was organized, and also the one case in which a girl was operating a coaster wagon.

In 80 of the 300 cases, or about one in four, the activities were supervised. In only 45 of the 80 cases, however, was the supervisor present at

the time of the accident. In four cases, the supervisor was not present but a student was in charge, while in 31 cases, neither the supervisor nor a student was present.

On school grounds, in 48 of the 89 accidents, the activity was supervised, although in only 34 cases was the supervisor or a student in charge present. In school buildings, 18 of the 22 activities were supervised, with a supervisor present in ten instances.

Of the 40 accidents occurring while children were on the way to or from school, in only five cases were the activities supervised, and in only one of these was someone in charge, while in "other" places, of the 113 accidents, the activities were supervised in ten, with someone in charge in five.

OF THE 52 INJURIES WHICH occurred while children engaged in athletic sports, 28 were fractures. Nearly two-thirds of the football injuries were fractures, as were half of the ice skating accidents, and four out of the five roller skating accidents.

In the football accidents, five of the 11 fractures involved the arms, while in the remaining cases, the parts of body were: wrist, hand, finger, leg, knee and collarbone.

Of the six fractures which occurred in the 11 ice skating accidents, four involved legs and the other two involved ankles. In contrast, the four fractures which occurred in the roller skating accidents involved the upper extremities, two being arm fractures and two being wrist fractures.

In the general play activities, the injuries were principally cuts, although here, too, fractures occurred frequently. Of 12 injuries which occurred while children were playing tag, four were fractures and the parts of body were: arm, wrist, leg and ankle. The four fractures which occurred in the course of miscellaneous playing activities involved elbows in two cases, and the head, and a finger in the other two.

In the 72 cases in which the playing activities were not specified, 21 were fractures, of which legs and arms each totalled five, wrists and collarbones each totalled four, and the remaining parts of body were: head, ankle, and shoulder.

In the 17 cases in which children were operating bicycles, sleds and a wagon, eight injuries were fractures. In the five bicycle accidents, two fractures were of the head, while the remaining three fractures involved: arm, thigh and collarbone. The two fractures which occurred in sled accidents involved a leg and a collarbone, while

in the wagon accident, the fracture was of the ankle.

In the "other" accidents, fractures again occurred most frequently, with cuts and bruises, second and third, respectively. Of the eight fractures which occurred in the 25 accidents which happened while children were crossing streets, the parts of body involved were: leg—three, head—two, and one each, nose, ankle and neck.

IN SLIGHTLY MORE THAN THREE out of five cases, the boys were injured while playing. Of

the total of 209 cases in which the injured children were boys, in 127 or 61 per cent, the boys were engaged in athletic activities such as football, baseball, and ice skating, or in general play activities like tag, sliding on ice or snow, swinging, and climbing monkey bars. Only 47 per cent of the injuries to girls occurred while they were engaged in similar activities.

Two per cent of the injured boys were engaged in class work or home duties, while 11 per cent of the injured girls were engaged in these activities. For the activity "operating

Table 8
Activity of Injured Child, Cross Classified by Nature of Injury

Activity of Injured Child	Total	Nature of Injury														NS
		Fracture	Cut	Laceration	Bruise	Concussion	Sprain	Burn, scald	Abrasion	Puncture	Bite	Scratch	Dislocation	Internal		
Total	300	97	85	14	31	20	15	7	6	5	4	3	2	1	10	
Playing	118	31	47	4	10	7	8	1	2	2	1				5	
Tag	12	4	5	2		1										
Sliding on ice	10	1	7		1		1			1					1	
Swinging	5		2			1	1									
Climbing monkey bars	2	1				1										
Swing on desk	2		1												1	
Weight lifting, hand springs, other ..	15	4	3		2	1	3	1							1	
Playing (NS)	72	21	29	2	7	3	4		2	1	1				2	
Athletic Sports	52	28	8	1	2	2	6		3			1	1			
Football	18	11	1	1			3		1				1			
Ice skating	11	6			1	2	1		1							
Baseball	9	2	3		1		1		1			1				
Roller skating	5	4	1													
Basketball	3	1	1				1									
Ball (NS)	3	3														
Hockey	2	1	1													
Volleyball	1		1													
Operating	17	8	1	2	4	1									1	
Bicycle	12	5	1	1	3	1									1	
Sled	4	2		1	1											
Wagon	1	1														
Home Duties	9		4					4					1			
Shopping	2		1											1		
Ironing, cooking, etc.	7		3					4								
Class Work	7	2			1	1				1	1				1	
Prayer	3	1			1							1				
Cleaning boards, etc.	4	1				1				1					1	
Other	89	26	22	7	12	9	1	2	1	2	2	2		1	2	
Crossing street	25	8	2	2	6	4							1		2	
Other walking	19	7	6	1	1	1	1		1							
Running	8		5								1	1	1			
Up and down stairs	7	2	2	2	1	1										
Passenger, motor vehicle	5		1	1	1	2										
Fighting	3	1	1		1											
Other	22	8	5	1	2	2		2		1				1		
Not Stated	8	2	3		2											

bicycles, sleds, and wagons," the percentage of cases for boys and girls were, respectively, six and five per cent.

The remaining classification "other activities" included only 27 per cent of the boys' cases compared with 37 per cent of the girls' cases.

Table 9 shows the specific activities within this general group in which the children were engaged, as well as similar detail for the other groups.

Table 9
Activity of the Injured Child, Cross
Classified by Sex

Activity	Total No.	Total %	Boys No.	Boys %	Girls No.	Girls %
Total	300	100	209	100	91	100
Playing	118	39	89	43	29	32
Tag	12		8		4	
Sliding on ice.....	10		10			
Swinging	5		4		1	
Climbing monkey bars	2		2			
Swinging on desk..	2				2	
Weight lifting, hand springs, horseback, fighting, other	15		10		5	
Playing (NS)	72		55		17	
Athletic Sports	52	17	38	18	14	15
Football	18		17		1	
Ice skating	11		4		7	
Baseball	9		9			
Roller skating	5				5	
Basketball	3		2		1	
Ball (NS)	3		3			
Hockey	2		2			
Volleyball	1		1			
Operating	17	6	12	6	5	5
Bicycle	12		9		3	
Sled	4		3		1	
Wagon	1				1	
Home Duties	9	3	3	1	6	7
Shopping	2		1		1	
Ironing, cooking, other	7		2		5	
Class Work	7	2	3	1	4	4
Prayer	3		1		2	
Cleaning boards, dusting, etc.	4		2		2	
Other	89	30	56	27	33	37
Crossing street	25		18		7	
Other walking	19		9		10	
Running	8		6		2	
Going up and down stairs	7		4		3	
Passenger on motor vehicle	5		2		3	
Fighting	3		3			
Other	22		14		8	
Not Stated	8	3	8	4		

IN TWENTY-FIVE OF THE 300 cases, no information was given to indicate the severity of the injuries. Of the remaining 275 cases, five were fatal, four resulted in permanent disability, 216 were temporarily disabling with lost time (from school) ranging from one-half day to 10 weeks, while 50 cases caused no loss of time at all.

Fatalities: Three of the five children were killed by automobiles; two while crossing streets and the third while playing in the street. Another child was killed by a train while crossing the tracks; the report stated that the child slipped and fell. The fifth child fainted during morning prayer and struck her head on a seat when she fell.

Permanent Partial: Only one of the four cases listed as permanently disabling stated definitely the extent of disability. In this case, part of a finger had to be amputated as a result of an injury suffered during weight lifting; this was not a school activity. Another boy, serving as door monitor in school, caught his finger in the door, and although permanent impairment was stated, no definite results were given. A third child suffered an ear injury when struck by a car while working his newspaper route. Permanent impairment was indicated but the exact degree of impairment was not stated. In the fourth case very little information was given but there was indication of an injury to the head.

For the temporarily disabling cases, Table 10 shows the number losing specified number of days.

Days lost from school	No. of cases
1/2	25
1	30
1 1/2	11
2	22
2 1/2	3
3	17
3 1/2	2
4	9
4 1/2	3
5	19
6	8
7	4
8	4
9	3
10	16
11-20	28
over 20	12
Total	216

The total time lost from school for all of

these cases was 1,439 days, or an average of 6.7 days per case.

The case causing the most lost time was a fractured thigh suffered when a boy fell from a bicycle. Two boys were riding on the bicycle, and a shopping bag caught in the spokes of the front wheel. Another boy suffered a severe ankle injury when he fell after being pushed by another pupil. The accident happened on school grounds while the children were getting in line.

In the accident resulting in the third greatest amount of lost time, several boys were playing on a pile of heavy steel girders on the unfenced storage lot of a steel company. The steel girders shifted fracturing the leg of the boy whose case was reported. Two other boys were killed (not included among the 300 cases in this study). In the next most serious case, a boy who was playing in a friend's yard after school fractured his leg when he "jumped and slipped."

Another boy was burned seriously when a smouldering refuse fire ignited as he was emptying more refuse on the pile. In another case, a boy stood on a chair to turn off the lights, and when the chair slipped, he fell, puncturing his intestines on a knob on the chair.

A DETAILED ACCOUNTING OF THE circumstances prevailing at the time of the accidents follows.

Tag: In seven of the twelve accidents in which children were injured while playing tag, the children were running and fell. In five of these cases, the injuries resulted from the force of the fall. In the other two cases the children fell on broken glass; one of these accidents occurred on school grounds while the other occurred on a vacant lot.

In three cases, children playing on school grounds ran into other children, and in another case, a boy ran into the corner of a heavy table in the school gym. In the twelfth case, although the child was playing tag, this activity was not associated with the injury; the child was hit by a stray stone which other children were throwing into a sand pile.

Sliding on Ice: Nine of the ten accidents in which children were injured while sliding on the ice occurred on school grounds; the other accident occurred on a hill near the school grounds. All of the accidents were falls, but in one case the injury did not result directly from the fall, but from a pencil which the child was carrying, and which cut a deep hole in his throat.

Football: In eight of the 18 injuries which

occurred while children were playing football, the reports gave no additional information. Four reports stated that the children were running and fell, while in four others, the reports stated that the injuries occurred when the boys were tackled. In the remaining two cases, one boy tripped on a sidewalk while running, and another boy fell while climbing a shed to retrieve a ball. One of the reports stated specifically that the boy was not wearing protective equipment, while on another report, the comment was made that the boy did not know the proper technique for tackling.

Ice Skating: In nine of the 11 ice skating accidents, the children fell when they slipped or stumbled; in the other two cases, the children were knocked down when other skaters ran into them. Of the nine cases in which the children fell, six reports gave no additional information, while in the other three, dirt or debris on the ice caused the falls. In most of the cases, the children were skating on park or playground rinks and the activity was neither organized nor supervised.

Baseball: Of the nine boys injured while playing baseball, two were hit by bats when they were standing too close to the batters. In both of these cases, the games were supervised, but in neither case was the supervisor present at the time of the accident. Two other boys were injured when they were hit by balls; in one case, the boy was catching without a mask; the other boy suffered a finger injury when he attempted to catch a batted ball barehanded. Two other injuries resulted from collisions; one boy ran into a fence, and the other boy collided with another player. In two of the remaining three cases, the reports merely stated that the injuries were suffered while playing ball, and in the third case, the ball game was only incidental to the injury which resulted when another boy threw a stone at the player.

Roller Skating: All five of the children injured while roller skating were girls. In one case, a wheel broke. In another case the girl was tripped by another skater. In the other three cases, no other information was given.

Cycling: In four of the 12 bicycle accidents, two boys were riding on bikes built for one. In one of these cases, the extra rider caught his leg in the spokes of the wheel, and in another case a shopping bag caught in the spokes of the wheel. In the other two cases, as well as in three of the remaining eight cases, the bicycles were hit by automobiles. In one of these five cases, the automobile had defective brakes,

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for 7th consecutive year

Eight Schools Achieve Honor Roll Awards

EIGHT MORE schools have been placed on the National School Safety Honor Roll for the 1950-51 school year. This was announced following an October meeting of the Honor Roll judges at which the exhibits submitted by these schools were carefully reviewed.

For these eight schools this was the seventh consecutive year for which they had received this recognition. These schools are:

HUEYTOWN ELEMENTARY SCHOOL, Hueytown-Bessemer, Alabama.

ALAMEDA HIGH SCHOOL, LINCOLN SCHOOL, JOHN MUIR SCHOOL and PORTER SCHOOL all of Alameda, California.

HIBBING SCHOOLS, Hibbing, Minnesota.

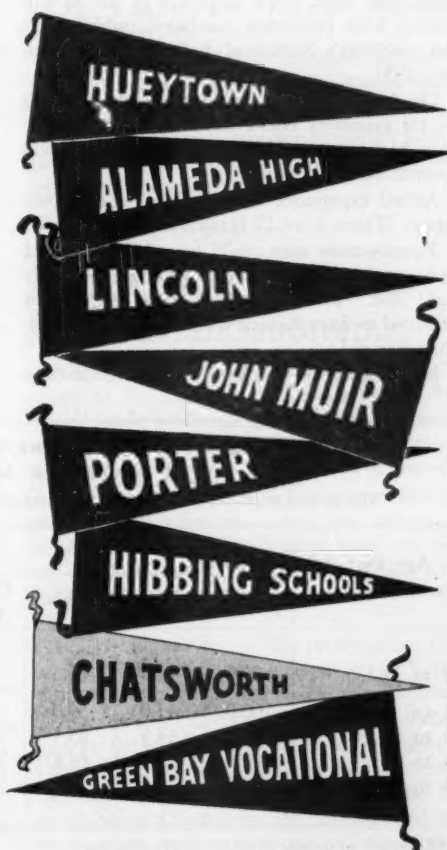
CHATSWORTH SCHOOL, Larchmont, New York and,

GREEN BAY SCHOOL OF VOCATIONAL AND ADULT EDUCATION, Green Bay, Wisconsin.

The exhibit material submitted by these schools indicated that they were continuing the extensive safety activities they had reported for the previous six years. The Honor Roll judges declared these schools deserve particular commendation for faithfully carrying on an extensive safety program year after year.

These eight seven-year schools raised to 223 the total number of schools receiving Honor Roll Certificates for the 1950-51 school year. This is an increase of fifty schools over the previous year and reflects the increasing interest and participation in this national program for recognition of school safety.

Safety Education for December, 1951



An Aggressive Program Lowers Accident Toll

SSTATISTICAL evidence, supporting the claim that an aggressive program of safety education will materially reduce the toll of accident victims, comes from a three-year study of 21,000 home and head office employees of the Metropolitan Life Insurance company, published in the company's Statistical Bulletin for September, 1951.

On the basis of national experience, 35 of the 21,000 employees could have been expected to have had fatal accidents in the 1948-50 period covered by the study.

Actual experience was 37 per cent of expectation. There were 13 fatalities.

Twenty-three men could have been expected to have died as a result of an accident. Only eight did. Twelve women could have been expected to have died as a result of an accident. Only five did.

Mortality from all causes was significantly

lower than the national average even after the base had been adjusted to compensate for the age and sex of the employees. Some of the increased life expectation of the employees must be attributable to the vigorous safety and health educational program carried on by the company.

Fatal accidents occur wherever the activities of daily life are carried on—in the home, in public places and where people are gainfully employed. An insight into the relative importance of these three classes of accidents, according to the sex and age of the victims, is provided by the mortality records of the Industrial policyholders of the company as published in another study in the Statistical Bulletin. Such information is not directly available in the statistical reports of the National Safety Council.

The data for the five-year period are shown in the accompanying table. Although these insured are mostly urban dwellers, and exclude

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PERCENTAGE DISTRIBUTION OF DEATHS FROM ACCIDENTS, BY ORIGIN OF HAZARD,
BY SEX AND AGE. AGES 1 TO 74 YEARS
METROPOLITAN LIFE INSURANCE COMPANY, INDUSTRIAL DEPARTMENT, 1946-1950

Age Period (Years)	MALES				FEMALES			
	Total	Home	Public	Occupational*	Total	Home	Public	Occupational*
1 to 74.....	100.0	16.4	65.5	18.1	100.0	43.8	55.4	0.8
1 to 4.....	100.0	41.0	59.0	—	100.0	51.7	48.3	—
5 to 14.....	100.0	14.2	85.4	.4	100.0	25.0	74.9	.1
15 to 64.....	100.0	12.2	64.8	23.0	100.0	34.4	64.3	1.3
65 to 74.....	100.0	34.0	54.0	12.0	100.0	68.2	31.6	.2

*Exclusive of deaths among military personnel.

2,326 Attendances at School Sessions

Total session attendance at the school and college sessions of the 39th National Safety Congress and Exposition, held in Chicago, October 8-12, was 2,325.

School people came from 39 states, the District of Columbia, Puerto Rico, Ontario and Saskatchewan. Official representatives of 33 state departments of education and 55 supervisors of safety education registered for the Congress.

Some of the formal addresses made at the Congress appear in this issue of *SAFETY EDUCATION*, others will appear in future issues. One, by J. B. Fritchman of Port Neches, Texas, was printed in the November issue.

In addresses, panel discussions and informal talks, speaker after speaker stated or illustrated by the subject of his speech that safety education permeates the curriculums of elementary and secondary schools and is bidding for acceptance by the institutions of higher learning.

One formal statement of the Safety Education Supervisors' Section, Standards Committee, printed elsewhere in this issue of *SAFETY EDUCATION* has been termed the most important formal pronouncement made, to date, in the field of safety education.

The School and College Division will be represented on the board of directors of the National Safety Council for the coming year by Herold C. Hunt, general superintendent of schools, Chicago, as vice president for schools and colleges; by John W. Studebaker, vice president and chairman of the editorial board of Scholastic magazines, chairman school and college conference, by Norman Borgerson, assistant superintendent, Michigan Department of Public Instruction, and by Herbert J. Stack, director, Center for Safety Education, New York University.

Committee and section chairmen include:

Claude W. Hippler, director of child welfare and safety education, Pasadena public schools, chairman, safety education supervisors;

Haddon W. James, president New Mexico Western College, Silver City, chairman, higher education committee;

James W. Mann, principal Hubbard Woods school, Winnetka, Ill., chairman, elementary school section;

A. E. Florio, assistant professor, school of physical education, University of Illinois, chairman, Driver Education section;

C. Benton Manley, director secondary education, Springfield, Mo., schools, chairman, secondary education committee.

Henry Heald Assumes NYU Chancellorship

Henry T. Heald, for six years (1943-49) vice president for schools and colleges of the National Safety Council, moves from his position as head of the Illinois Institute of Technology to the chancellorship of New York University.

Chicago newspapers unanimously commended the educator when the move was announced saying in essence that Chicago loses not only an educator but a citizen of first rank. *Look* magazine, in a November issue, "applauds" the educator.

Dr. Heald was one of the principal speakers at the Cincinnati conference on safety education in institutions of higher learning sponsored by the National Commission on Safety Education of the NEA. While he was president of Illinois Institute of Technology his was one of four schools receiving a grant from the National Safety Council for the development of a training program for industrial safety engineers.

Contests

from page 11

other things are lost.

Another danger inherent in contests is the fact that adequate recognition is not given to persons who may have done an excellent piece of work but who have failed to surpass all others in their achievements. The discouragement, which is the prize of the loser, is seldom mentioned by the people who favor contests.

Usually, too, contests encourage and stimulate only those persons who are already competent and superior. The average or slow child knows he hasn't a chance to win so he doesn't try. In fact, many contests turn out to be procedures for "gilding the lily," while the youngster who is very badly in need of recognition is pushed further away from the limelight.

Contests teach children to set up fallacious goals. The goal of winning, the goal of high status. Many Americans are confused and unhappy today because their only major goal in life is to "get ahead," to rise in status. These persons can never achieve happy, effective living. It is not their goal. And the person who is forever trying to win, forever trying to "be better than," is bound to be ineffective in personal social living and must sooner or later find life an empty husk.

Seldom mentioned by the proponents of contests is the danger to those who win. He who wins and receives a great acclaim may develop a wholly new concept of himself. His level of aspiration may be so changed that he sets impossible goals for himself. In the vernacular, "It goes to his head." He feels that he is different from other people, maybe superior to them. This may not occur too frequently but there is sufficient danger here of a young person being harmed by being extremely successful that it needs to be considered in regard to this whole matter of having contests.

Contests are relatively easy methods of getting certain kinds of activity.

The development of better citizenship, the development of effective ways of living together cannot be learned—or taught—or achieved—by contests.

Long work, hard work, patient instruction over a long period of time is the only way that effective education for such goals can take place.

Contests seem to be stimulants. They are likely to be used when learning is boring, teaching is inadequate, and when someone outside

the school is trying to control the learning.

Like gasoline on a slow fire, contests create vast action. In many other respects, too, they are like gasoline on a slow fire.

Too Few Voters There? Then Try a Fire Alarm

A special town meeting had been called to vote on a \$919,000 bond issue for new school buildings in Whitman, Massachusetts.

Despite the cooperation of the two dailies serving the area and the long months of work by the school building committee, no bond issue could be voted because a quorum of 400 had failed to appear.

One citizen who was interested and who did appear was the Whitman fire chief. While the building committee conducted a question period the fire chief ordered a fire alarm rung.

That drew out the Whitman citizens and once in the vicinity of the town hall enough stayed to make a quorum of 403. The \$919,000 was voted.

It wasn't a false alarm, after all.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, AND CIRCULATION REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946 (Title 39, United States Code, Section 233) of SAFETY EDUCATION, published monthly September through May at Chicago, Ill., for Oct. 1, 1951.

1. The names and addresses of the publisher, editor, managing editor, and business managers are: Publisher, National Safety Council, Chicago, Illinois; Editor, Charles W. Taylor, Chicago, Illinois; Managing Editor, None; and Business Manager, George Burns, Chicago, Illinois.

2. The owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual member, must be given.) National Safety Council, Chicago, Illinois; Ned H. Dearborn, president, Chicago, Illinois; Vice-presidents—Guy L. Noble, Chicago, Ill.; O. Gressens, Chicago, Ill.; D. B. Armstrong, New York, N. Y.; George A. Jacoby, Detroit, Mich.; Kenneth B. Coleman, Seattle, Wash.; E. W. Kempton, Pittsburgh, Pa.; Boyd Lewis, New York, N. Y.; John W. Studebaker, New York, N. Y.; Thomas H. MacDonald, Washington, D. C.; George W. Jaqua, Winchester, Ind.; General Secretary—R. L. Forney, Chicago, Ill.

3. The known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. Paragraphs 2 and 3 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting; also the statements in the two paragraphs show the affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner.

5. The average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the 12 months preceding the date shown above was: (This information is required from daily, weekly, semiweekly, and triweekly newspapers only.)

CHARLES W. TAYLOR
Editor

Sworn to and subscribed before me this 21st day of September, 1951.

Bernadette A. Lanouette, Notary Public
(My commission expires June 15, 1953.)

Safety Education for December, 1951

For a Merry Christmas Practice Safety HOME SAFETY



Sketch S9313A

At Christmas time there are many packages and boxes. Do you know how to handle them safely?

Which is the right way to carry packages? Why?



Which is the right way to lift a box? Why?



Which is the right thing to do with wrappings and empty boxes? Why?



LETTERS TO SANTA

Write a letter to Santa (or practice telling Santa) what you would like for Christmas. Be sure to tell how you would use your present safely.

HOME HAZARDS

Copy—

In Column 1 some home hazards are listed. In Column 2 are listed the "cures." Draw a line connecting the hazards and cures.

Column 1	Column 2
Spilled water	Don't play with them.
Open drawer	Wipe it up.
Matches	Close it.
High shelf	Use a step-stool.

SHOULD YOU

(Answer and tell why.)

1. Play in a driveway	Yes	No
2. Dash into the street with your presents	Yes	No
3. Leave presents on the stairs	Yes	No
4. Listen while your parents tell you how to use a new toy	Yes	No
5. Keep your hands dry when you touch an electric train	Yes	No
6. Throw darts just anywhere	Yes	No
7. Peek to see what is cooking on the stove	Yes	No
8. Stay away from gasoline	Yes	No

contact of fumes with the pilot light in the next room. static electricity or by a faulty electric switch or the it may explode from a spark caused by friction in the you may tip over a pan and be burned; 6. Yes, because only at a target when no one else is near; 7. No, because shock; 8. No, because a dart might hurt someone—throw as well as how to use it safely; 9. Yes, to prevent getting as tions tell how to keep the toy in good working order as drivers; 5. No, to prevent falls; 6. Yes, because instruc- Always walk across streets—and ten movements continue keep you from seeing cars) may cause you to be hit. (especially if your arms are full of packages that may car in the street; 2. No, because running into the street from driveway into the street, you may be hit by a you might be run over by a backing car or, if you coast Packages: 1. B; 2. B; 3. A. Should You: 1. No, because



For a
Merry Christmas!
PRACTICE SAFETY

Coloring and reading project

1. The tree has electric lights.
2. They are safer than candles.
3. The boy is standing on a box.
4. Use a step-stool for safety.
5. Take down your tree by Jan. 1.

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

For a Merry Christmas Practice Safety HOME SAFETY



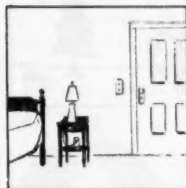
Sketch S9313A

Is Your Home Prepared for a Safe and Happy Holiday?

Some people think their homes are ready for a happy holiday when the presents are wrapped, the decorations in place and the holiday goodies ready. But unless a home is also safe from accidents, holidays may be unhappy.

Every day in the United States about 17 persons dies from home accidents and about 1,200 are injured in home accidents, 300 of them being hurt for life. This means that during a ten-day holiday more than 100,000 families may be saddened by a home accident. Will you learn how to prepare a home for a safe holiday?

Fill in the blanks—



Bedroom. This room has the most accidental deaths. Falls seem to be the biggest problem.

1. A bedside lamp and a light switch at the door will help prevent _____.
2. Bureau drawers should be _____ after use.

3. Pins, needles, scissors and buttons should be returned to their proper places out of the reach of _____ children.

4. Any rifles or guns in the house should be kept under lock and key and should be handled only when your _____ tell you to handle them.

Kitchen

1. To prevent falls on the kitchen floor _____ any spilled grease, water or food immediately.

2. Falling pots and pans are a common cause of scalds and burns. Be sure



that pots are not easily tipped. Turn pot handles so they won't _____ over the edge of the stove to prevent their being knocked off or pulled over by a child.

3. Keep sharp _____ separate from other utensils, preferably in special holders.
4. Use a can opener that leaves a _____ edge on the can.
5. Use an ice pick as little as possible; keep the _____ in a cork when not in use.



Living Room

1. To prevent a fall, take time to get a _____ for climbing rather than use the nearest chair or table.

2. Be sure scatter rugs have _____ pads beneath them.

3. The fireplace screen should be kept in place to prevent _____ from flying out.
4. Toys should be _____ after each play period.

Answers to Home Prepared: Bedroom: 1. falls; 2. closed; 3. young; 4. parents. Kitchen: 1. wipe up; 2. stick out; 3. knives; 4. smooth; 5. point. Living Room: 1. step-stool or ladder; 2. non-skid or rubber; 3. sparks; 4. put away. Suggested Don'ts: Tree: Don't use candles or cotton (which burns easily). Don't leave tree lights on while out of the room. Don't let anyone who is smoking get near the tree. Shopping: Don't assume that cars can stop in a short distance on slippery streets. Don't hold an umbrella in front of your face or keep your head down about where a cigarette or a fireplace spark might start a fire. Don't leave bicycles or skates on porch or walks where they may be tripping hazards. Sharps: Don't make your parents keep reminding you not to leave things where younger children may get them or older persons trip over them. Don't set a bad example for younger children by trying to look into pots on the stove.

Copy and—

Christmas Do's and Don'ts

Read the *Do's* and write what you think is a good *Don't* for each topic. Tell why.

CHRISTMAS TREE

DO keep your tree in water so that it won't dry out. Use electric lights. Stand on a sturdy step-stool when you put anything on the tree. Keep the tree away from radiators and stoves. Take the tree down by January 1.



DON'T _____

CHRISTMAS SHOPPING

DO carry packages so that you can see over them. On gray days wear something white. Walk carefully when crossing the street, especially at dusk when you can see cars but drivers can't see you. Bend your knees when you lift heavy packages.



DON'T _____

CHRISTMAS PRESENTS

DO put wrappings and boxes in the wastebasket. Keep presents off the floor and stairs. Listen to instructions about new toys and equipment. Keep dangerous toys away from little children.



DON'T _____

CHRISTMAS SHARING

DO help with younger children. Keep them out of the kitchen where they may be burned. Be sure things are picked up and put away. Keep your room in order. Close bureau and cupboard drawers immediately.



DON'T _____

Junior High Safety Lesson Unit

December, 1951

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, homemaking, shop, homeroom and guidance.

Merry Christmas from The National Safety Council **GENERAL SAFETY**



Sketch S9314A

It would be nice if we could say that the Christmas month is the safest month of the year. But we cannot say this. December has a very high accident rate.

In New York City during a recent Christmas season there were 116 Christmas tree fires resulting in three deaths and \$100,000 property damage. The national picture shows that pedestrian death rates are higher in December than in any other month and that deaths of nonpedestrians in automobile accidents are also highest in December. Home accidents take a large toll in December when floors and stairs are frequently cluttered and walks are icy.

Christmas Check-Up

Ask one of your parents to check answers with you concerning plans for this Christmas or use this check list in your home during the Christmas season.

Copy and check—

The Tree



1. The Christmas tree is kept outside the house as long as possible before Christmas.

Yes No

2. The base of the tree is kept in water all the while it is in the house.

Yes No

3. The tree is placed away from stoves, radiators or fireplace.

Yes No

4. People do not smoke near the tree.

Yes No

5. A sturdy step-stool is used in trimming the tree.

Yes No

6. The tree is discarded promptly—always by January 1.

Yes No

Electric Lights

1. Electric lights with Underwriters' Laboratories labels are used on the tree instead of lighted candles.

Yes No

2. Cords on electric lights are unfrayed and no more than two sets are used to an outlet.

Yes No

3. Electric candles or unlighted wax candles are used for window and other room decorations because flaming candles are especially dangerous near wreaths, holly or other greens, curtains or paper decorations.

Yes No

4. Christmas tree lights are turned out when the family goes visiting.

Yes No



Decorations

1. Cotton is not used under the tree because it is flammable.

Yes No

2. Only metal, glass, or asbestos decorations are used.

Yes No

3. Paper costumes and Santa Claus costumes with whiskers that have not been flame-

proofed are avoided.

Yes No



Presents and Celebrations

1. Electric candles are carried in candlelight processions and celebrations since they will not set clothing afire.

Yes No

2. Discarded Christmas wrappings are burned or placed in metal containers immediately.

Yes No

3. Gifts are kept off the floor where they might be tripping hazards.

Yes No



Answers to Home Hazards: 1. G; 2. M; 3. H; 4. A; 5. B; 6. J; 7. K; 8. E; 9. O; 10. D; 11. F; 12. L; 13. N.

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.; and Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

Home Hazards and Home Improvements for Safety

Copy and—

Before each number place the letter that explains an improvement for that home hazard.



___ 1. Slippery floors

___ 2. Scatter rugs

___ 3. Easily-tipped pots and pans

___ 4. Knives

___ 5. Heavy loads

___ 6. Spilled grease, water or soap-suds

___ 7. High storage shelves

___ 8. Slippery bathtub

___ 9. Stairs

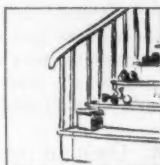
___ 10. Firearms

___ 11. Matches

___ 12. Electric cords

___ 13. Disorder

___ 14. Dry cleaning



A. Store in separate container, wash and wipe separately, keep sharp.

B. Lift with knees bent.

C. Use sturdy step-stool.

D. Put away unloaded under lock and key.

E. Use rubber mat in tub.

F. Keep in metal container out of reach of children.

G. Wax lightly, use nonskid wax.

H. Discard and replace with solid, sturdy construction.

J. Wipe up immediately.

K. Send to cleaners. Do not use naphtha, benzene, gasoline or any flammable or explosive cleaning fluid.

L. Replace when worn. Do not place under rugs or over nails.

M. Use rubber anchor rug bases.

N. Return everything to its place as soon as it is used.

O. Keep clear and be sure they are in good repair.



How to Do It Feature—Broken Glass

First: Take container to spot before gathering up pieces. Second: Use broom and dustpan, cardboard or heavy gloves. Third: Mark the package,

bag or box, plainly. Place *beside* (never inside) the garbage can. Inside it might injure others.





Senior
High

Safety Lesson Unit

December, 1951

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

for use in English, American history, American problems, homemaking, shop, homeroom and guidance.

Merry Christmas from The National Safety Council

GENERAL SAFETY



Sketch S9314A

Christmas celebrations and the carrying out of family seasonal traditions are part of our American heritage. Young couples like to plan their Christmas holidays so that the customs of their families are continued. It is important that they celebrate Christmas as safely as possible in order that the joy of this season may be maintained for them and their children.

Family Safety at Christmas Test

Copy and _____
Fill in the blanks.

1. Bring a fresh tree into the house as _____ a time before Christmas as possible.
2. At the end of a week indoors a tree is highly _____; therefore it should be removed as _____ as possible.
3. To retard drying, a tree should be set up in a pan of _____. The base of the tree should be cut off at an angle at least one inch above the original cut and water should be added to the pan to keep the water level _____ the cut.
4. Place the tree away from _____, _____, and other sources of heat. It should be placed so that, standing or falling, it cannot _____ a doorway which might be needed for an emergency escape.
5. When a person _____, he should stay away from the tree.
6. Lighted candles should _____ be used for Christmas decorations. Although today it is seldom that they are used on Christmas trees, their unwise use still takes a toll of lives and property. They are especially dangerous near Christmas _____, window _____, tree cones and leaves or _____ decorations.



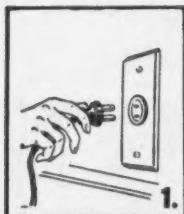
7. Worn insulation on Christmas tree light sets might cause a _____ and start the tree burning.
8. Electric lights for Christmas trees and electric toys should bear the label of _____ for safety.
9. Too many sets of electric lights on one outlet will overload a _____ and may cause a _____.
10. Paper and cotton decorations and costumes are _____ hazards. Santa Claus' whiskers have caused many tragedies; they should be flame proofed.
11. _____ candles rather than wax candles should be carried in all processions in order to prevent clothing from catching fire.
12. If a Christmas tree catches fire, call the fire department _____.
13. To keep exits readily available, when at a public entertainment protest the placing of chairs in _____.
14. Discarded Christmas wrappings should be burned or placed in _____ containers immediately.
15. When trimming a tree use a _____ rather than a box or chair.
16. The holiday season has the highest traffic death rate. It is important that anyone who drinks should not _____.
17. It is important to watch carefully when crossing streets, especially when carrying _____.
18. Christmas tree lights should be _____ when the family goes visiting.
19. Tinsel should be draped so that it does not touch electric light sockets or fixtures to avoid _____.
20. Teach children to keep their toys off the _____ and _____.



Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.; and Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

How Can Young Householders Protect Themselves from Accidents with Electricity?

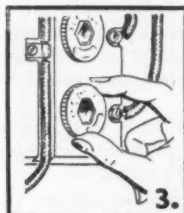
When You Change a Fuse



1. Locate and disconnect lamp or appliance responsible.

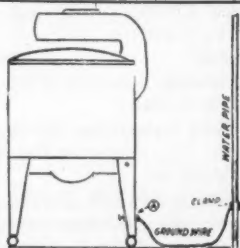


2. Locate blown fuse while standing on dry board.



3. Unscrew, being careful to touch nothing but fuse rim. Replace with new fuse of correct ampere rating. Note: Use only 15 ampere fuses for ordinary household or lighting circuits.

When You Use a Washing Machine



Grounding: The metal frame of washing machines or other electric appliances used in hazardous locations (where the floor, feet and hands may be damp) should be grounded. Worn parts, insulation deterioration or excessive moisture may cause a short circuit or a dangerous shock.

For the simple ground illustrated, clamp one end of a wire to the leg bolt or other bare metal part of the washer and clamp the other end to a water pipe. A ground can be provided by installing a three-wire cord and a three-prong plug and outlet.

How Can Young Parents Protect Their Children from Accidents With Toys?

Age: Up to 2 years

Avoid small toys which can be swallowed . . . flammable objects . . . toys with small removable parts . . . poisonous paint on any object . . . stuffed animals with glass or button eyes.



Age: 2 to 3 years

Avoid anything with a sharp or rough edge which will cut or scratch . . . objects with small removable parts . . . poisonous paint or decoration . . . marbles . . . beads . . . coins . . . flammable toys.

Age: 3 to 4 years

Avoid toys which are too heavy for the child's strength . . . poorly made objects which may come apart, break or splinter . . . sharp or cutting toys . . . highly flammable costumes . . . electrical toys.

Age: 4 to 6 years

Avoid shooting or target toys which will endanger eyes . . . imbalanced mobile toys (tricycles, wagons, etc.) which may topple easily . . . painting sets with poisonous colors . . . pinching or cutting objects.

Age: 6 to 8 years

Avoid electrical toys not bearing Underwriters' Laboratories label . . . sharp-edged tools . . . shooting toys . . . chemical sets and toys requiring alcohol, kerosene, gasoline, or carbide lamps.

Family Safe at Christmas.
1. short; 2. flammable; soon; 3. water; above; 4. stoves, radiators, appliances or heaters; block; 5. smokers; 6. not trees; curtains; paper; 7. short circuit; 8. Underwriters' Laboratories; 9. circuit; 10. fire; 11. electric; 12. immediately; 13. metal; 15. step ladder; 16. drive; 17. packages; 18. turned off; 19. fire; 20. floor; stairs. How Can Young Parents Protect Their Children. (Note any reasonable answer is acceptable.)
Age: Up to 2 years, sturdy rattles, rubber or washable squeak toys, stuffed dolls or animals; Age: 2 to 3 years, sand box, large peg boards, cars and wagons to pull around, tip-proof kiddie pail, toy telephone, dishes, miniature garden tools, trucks and tractors, drum, costume clothes, building blocks; Age: 4 to 6 years, blackboard and dustless chalk, simple construction sets, paints, small sports equipment, paper doll sets with blunt end scissors, modeling clay; Age: 6 to 8 years, carpenter bench and well-constructed lightweight tools, roller skates, electric toys with Underwriters' label, puzzles, sewing materials, equipment for playing store, etc.

small price for *Safety...*

the cost of a well equipped School Safety Patrol Corps is a small price to pay for the safety of school children.

Well uniformed patrolmen command attention and are able to act with authority. Graubard's has the uniform equipment that will simplify the task of your patrol corps, enable it to operate more efficiently.

Caps, badges, patrol belts, armbands; and for bad weather, rubber raincoats and helmets in high vision WHITE, YELLOW, or BLACK. Send for complete catalog NOW.



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Armbands



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Aggressive Program

from page 24

infants and persons 75 years old and older, their experience affords a good indication of what takes place among the population as a whole.

Accidents to these policyholders on streets and highways and in other public places took a considerably larger toll of life than did home and occupational accidents together. This was the case for each sex but more particularly for males. Public accidents accounted for two-thirds of all deaths from accidental injuries among males in the age group 1-74 years.

Among boys of school age, 5-14 years, accidents in public places were responsible for no less than 85 per cent of the total. (Accidents happening to pupils or parents in or around a schoolhouse would be classified for statistical purposes as having occurred in a public place. Accidents happening to teachers or custodial employes might not be so classified, falling rather into the occupational category.)

The predominance of public accidents especially in early adult life, stems in large measure from the heavy loss of life suffered in motor vehicle mishaps. Drownings also contribute

appreciably to the death toll among children and young men. Large as the proportion of public accidents is among men in the main working ages of life—65 per cent of all accident fatalities—it would be even greater if all motor vehicle accidents were classified as public accidents. Motor vehicle mishaps arising out of or in the course of employment are here classified as occupational accidents.

Among females, public accidents accounted for three-quarters of all fatalities at the school ages and for two-thirds of the total in the age range 15-64 years. In childhood and after age 65 the proportion of deaths in public accidents is much smaller among females than among males.

Fatal accidents in and about the home, in contrast with public accidents, are much more important among females than among males. At ages 1-74 years as a group, home accidents in this insurance experience accounted for 44 per cent of all fatal mishaps among females and for only 16 per cent among males. Even at the preschool ages, girls show a higher proportion of such deaths, but the greatest disparity between the sexes is found at the main working ages of life. The variation in the proportion of domestic accidents for the several sex and age groups reflects very largely the relative amount of time that they spend in and about the home.

Deaths resulting from occupational injuries are virtually limited to adult males. Among men at ages 15-64 years, accidents of this kind were responsible for nearly one-fourth of all accident fatalities; at 65-74 years they were 12 per cent of the total. Among women, occupational fatalities accounted for only 1.3 per cent of all deaths from accidents at the main working ages of life, despite the high level of employment among women in recent years.

Particulars of 300

from page 22

other than this, the reports gave no information to indicate responsibility. It was determined, though that two of the accidents occurred at intersections. The ages of the five children were 7, 8, 10, 12 and 15 years.

In two of the remaining five cases, boys lost control of their bicycles when they were pushed by other boys. Another boy fell when he caught his foot in the bicycle wheel, and in the fourth case, the accident resulted from a collision with a pedestrian. In the last case, no information was given other than that the girl fell off her bicycle.

for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade—adjustable in size. The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

3 3/4" ARM BANDS

Celluloid front—metal back. Web strap and buckle attachment. No. 33 Blue on white stock design JUNIOR SAFETY PATROL.



No. 44 Green on white

SAFETY COUNCIL PATROL UNIVERSAL SAFETY with title Patrolman or Captain

Per Dozen\$5.00	Lots of 5028c each
Lots of 2530c each	Lots of 10025c each

PATROL BOY RAINCOATS AND HELMET SETS

Dull finish black rubber, sizes 6 to 14. Safety Patrol Caps made to order. Blue, Black and Red.

Write for our Safety Patrol Circular
OUR RECORD 51 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard corner La Salle, Chicago 10, Ill.

Sledding: Two of the four sledding accidents were stated as collisions, one with a post, the other with a tree. In the two remaining cases, no details of the accidents were given.

Crossing Street: All but one of the 25 children injured while crossing streets were struck by automobiles; the other child was struck by a bicycle. Ten of the children were on their way to or from school, but in none of these cases was crossing protection available at the time of the accident.

In most of the cases, the reports implied that the children had no conception of the dangers inherent in crossing streets. Six children attempted to cross in the middle of the block. The reports included such descriptions as: "Robert darted out from between the cars in the middle of the block . . .," "Daniel dashed suddenly across the street from behind a parked bus . . .," and "Student was going home for lunch. He ran out in front of car and was struck."

In most of the remaining reports, little information was given other than that the children were struck by cars while crossing the street. Many of these reports did state or imply that the children were unobservant and unaware of traffic hazards. In two cases, the reports stated that the children had taken precautions but were struck by cars which came from around the corner. In a third case, a child who had got off a bus was injured while walking from the bus to the sidewalk.

The 25 children injured by cars while crossing the street were younger on the average, than all the children included in this study. Twenty of the 25 children were 10 years old or younger; half of them were eight or younger. Compared with an average of 10 years for all children in this study, these 25 children averaged only 8½ years.

Other Walking: Most of the 19 accidents which occurred while the children were just "walking" were falls. In six of the cases, the children slipped on snow or ice while going to or from school. In five cases, the children tripped and fell, while another child was tripped by a fellow student. Two children fell in the school buildings but in neither case was the cause of the fall stated. In two of the remaining cases the children were knocked down when other children collided with them, a girl was bitten by a dog, another was hit with a snowball and the last girl "lost her balance and fell." Ten of these 19 children were girls; a much higher proportion than existed among all of the children included in the study.

Safety Education for December, 1951

MAKE SAFETY TEACHING EASIER with the NEW TRAFFIC LIGHT INSTRUCTOR



- Duplicates actual stop-and-go lighting cycles.

- Brings safety lessons to life for more effective instruction.

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13 lbs.
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4 Feet



- Has sturdy, yet light-in-weight construction for easy handling and long service life.

NOW YOU CAN duplicate true traffic situations right in the classroom! The new Traffic Light Instructor which is manual in operation, duplicates the actual lighting cycle of real traffic signals. Just 4 feet high, the Instructor Light is ideal for elementary schools, high school and driver training schools. It's all-metal constructed, with shatter-proof plastic lenses. Operates on any 110 volt A.C. outlet. No special wiring needed—just plug it in. Comes complete and fully assembled. Models available to fit all local lighting sequences. Place your order NOW!

Prices and full details available on request. Write the address below.

NEW TEACHING MANUAL for traffic safety instruction. One copy free to qualified personnel. A practical 16-page guidebook on safety teaching. Prepared by a national teaching authority. Write on your official letterhead.

SCHOOL SAFETY LIGHT CORP.

214 Schofield Bldg.

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Cleveland 15, Ohio

Tools Dramatize Safety

from page 10

Entertaining and instructive as are these supplementary tools, probably no device named above has made a bigger hit with the younger set in the Detroit schools than a traffic signal light currently produced commercially for school use. This is a miniature street traffic signal, measuring about four feet in height, equipped with red, green and amber lights, which can be turned on and off by means of an electric switch. This signal is not an amusing toy but a very real tool which can be used repeatedly in many different ways to help boys and girls understand how to handle themselves in traffic. At present about forty Detroit elementary schools are using the traffic signal in their classrooms with very satisfactory results, according to teachers and principals. Following are some of the teaching methods used in schoolrooms equipped with the device.

After an excursion around the school grounds to study the traffic hazards near the school, the kindergarten teacher brings the boys and girls back into the classroom, where they help her mark off a simulated street intersection on the schoolroom floor with chalk or tape. There, with the aid of the traffic signal device, they act out what they have learned, taking turns playing pedestrian, patrol boy, traffic policeman or light switchman. Next day they usually appear at school with small cars, wagons, tricycles, scooters and roller-skates to continue the "game," this time adding experience with vehicles to the experience with human aids and street lights.

Just about as quickly as a five-year-old can grab a lollipop these youngsters are recognizing the green, red and amber lights and relating them to the rules of the road. And when next they make a trip to a busy intersection, they all know how the traffic signal does its job. Noodle-head Jones may come in and try to foul them up, and a sharp patrol boy may throw in a test question or two that is designed to stump them, but day by day, these boys and girls become more expert in skills of traffic safety, for they've been practicing the things that they've learned with a tool that they can understand.

Similarly, in grades one through three, boys and girls who are learning to read use the traffic signal, expanding the experiences of the kindergarten pupils with the device by tying in the

practice periods with reading experiences. They develop simple stories built around their own traffic safety problems, around the boy patrol, the police officer, safe use of sidewalk vehicles. They hold discussions about many phases of safety in and around the school, and they begin to dramatize their own stories and skits with the aid of the miniature traffic signal. They devise maps showing the routes they take to school and discuss these routes in terms of safety. They divide into committees and develop scrapbooks, exhibit materials, library reference lists for their own use and that of classmates. And sometimes they take an excursion, combined with a picnic, to a rural area, or make a trip to a resource area such as a fire station, an auto factory, a public library, not only to learn new facts about safety, but to demonstrate how well they have learned how to conduct themselves under various traffic conditions.

Culminating the many learning experiences in language, number and art skills that have grown out of their experiences and practice, they devise assembly programs and special demonstrations to show what they have learned. The dramatic traffic signal is used to highlight the action and to add the note of realism that will carry over into the understanding of their schoolmates.

In the upper elementary grades boys and girls entrusted with patrol duties use the traffic signal in their training programs and to demonstrate to boys and girls whom they help to safeguard, how they do their work and how the cooperation of all school children as well as community members is needed to make traffic safety a reality.

Some schools maintain their own student-directed traffic courts, where youthful traffic safety violators are brought to explain infractions of rules and to receive instruction on correct behavior in traffic, or where boys and girls with traffic problems upon which they need advice can go for aid. Here members of the court can use the miniature traffic signal to demonstrate the way traffic should move to maintain safety; complainants and defendants can use the light to explain what happened, and those who have come to present problems can use the signal in setting up the situation to be discussed.

All in all, this handy instructional tool has served a number of our schools in shedding new light on the traffic safety problem.

School's Role

from page 6

implications. Every person in the school has many, not some, but many responsibilities—the administrator, principal, supervisor, teacher, custodian, school bus driver, students and parents.

Safe living goes on out of school—at home and on the highways; in plants and shops and on playgrounds. The community holds many people other than school people who are extremely interested in safety—the police, the firemen, the fire marshal, the insurance companies, the safety engineers, the automobile club, the highway engineers, the transportation people, the makers of dynamite caps, the parent-teacher association, the civic clubs, the medical profession, the public health people—these and many more. The school's part in this whole configuration is important and completely related. The schools not only stand to gain but cannot avoid working with community groups. Only when all of us plan, work, and evaluate together more closely can the best interests of children and youth be served.

Most of my comments have been related mainly to elementary and secondary schools. Trade schools, too, are concerned with many aspects of safety education. They do a particularly important job in stressing shop safety and the safe use of tools. In this respect they are of service to industry in training young people to be safe workers.

In the colleges we find a growing interest in the safety aspects of professional technical jobs—engineers, scientists, laboratory technicians, and others. Some few offer curricula in safety engineering and traffic safety control. Some offer general courses in safety education or safety units in personal and public health courses.

The colleges also have a major contribution to make in preparing the professional educator to assume his responsibilities for safety education. In the pre-service experience of elementary and secondary teachers or special teachers of safety, and in the post-graduate courses for school supervisors and administrators, there are many experiences in safety education that the college can, and some cases, does provide. However, there is much room for improvement. For the most part, our teacher-education institutions need to improve their services so that the school person will come to the job better prepared in safety education.

Safety Education for December, 1951



STOP

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Give the school children in your community the inexpensive—but vital—added protection provided by a SAV-A-LIFE TRAFFIC CONTROL LITE.

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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. "Save Lives!": Illustrated folder describes a "rail-road" type, portable signal for school zones, which features alternately flashing lights. The Patrolite Co.
2. "What Children Eat": Booklet designed for educators, is based on a diet survey, of school children. A nutrition-education program incorporating survey results is featured. General Mills, Inc.
3. School Patrol Equipment: Catalog on uniform equipment for school patrols including caps, badges, patrol belts, armbands, rubber rain coats and helmets. Dimension charts, illustrations, and color samples of equipment. Graubard's, Inc.
4. Classroom Lighting: Twenty-page booklet on supplementary lighting systems for co-ordinated classrooms. Illustrations, layouts and suggestions for installation. The F. W. Wakefield Brass Company.
5. Electric Hand Dryers: New illustrated brochure shows all models of Sani-Dri hand and hair dryers with new high-speed drying features. Installation plans included. The Chicago Hardware Foundry Co.
6. "Popcorn Is a Food": Booklet describes the nutritive value of popcorn for school children and presents a profit program for schools installing popcorn machines. Manley, Inc.
7. School Aprons and Coats: Literature on aprons and coats for school use in laboratory or shop. Illustrations, dimension charts and fabric samples included. Can-Pro Corporation.

SAFETY EDUCATION

DECEMBER, 1951

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

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40

Teen-Ager's Parent Looks at a Text

by DON MOORE

INTO YOUR TEENS. Helen Shacter, Gladys Gardner Jenkins and W. W. Bauer. Illustrations: Connie Moran, Clara Ernst, and Felix Traugott. Health and Personal Development Program. Scott, Foresman and Co. Chicago. 1951.

I want my children to live a long, useful, healthy, happy life. So, I am glad there are today such fascinating, revealing books as Into Your Teens to get and hold a youngster's interest in important social and personal subjects.

The book is written in plain, direct language, but well-colored with real-life examples of specific problems. It is appealingly illustrated with lots of realistic pictures. It is very conveniently organized into six general units: Teen Troubles; Understanding Yourself and Others; Living in a Family; Your Health Questions; Living Safely; Looking Ahead.

The fourth section treats safety with the thoroughness it deserves, recognizing that accident is one of childhood's greatest enemies. By presenting this subject with sound youth-salesmanship, the text and pictures should go a long way toward convincing most children that safety is smart rather than sissy "kid stuff." The section gets down to brass tacks of safety—walking, bike riding, handling firearms, water sport and other recreation, fire prevention, electricity, general home safety and first aid. Significantly, a seed is sowed in young minds to encourage safe car driving when they become old enough. And there is even some simple treatment of the psychology involved in having accidents.

Safety-wise and otherwise, Into Your Teens is a book which can be naturally and effectively shared by parents and children who want to grow together. I handed the book casually to my older daughter. She read it in two sittings, went back for particular parts and then started talking about it in detail. That was its best recommendation to me.

DON MOORE is a radio writer on the Public Information staff of the National Safety Council. He is the parent of two daughters whose pictures were on the cover of the September, 1951, issue of Safety Education.

About 180 school principals and teachers of safety from Rochester and Monroe county, New York, met early last month to stimulate greater interest in a child safety program. All principals of the Roman Catholic diocesan schools, the city schools and the Monroe county schools attended.

Safety Education for December, 1951

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Medal of Honor



Major General William F. Dean, of Berkeley, California—Medal of Honor. In the hard early days of the Korean War, when it was Red armor against American rifles, General Dean chose to fight in the most seriously threatened parts of the line with his men. At Taejon, just before his position was overrun, he was last seen hurling hand grenades defiantly at tanks.

General William Dean knew in his heart that it's every man's duty to defend America. You know it, too. The General's job was in Korea and he did it superbly well. Your defense job is here at home. And one of the best ways to do that job is to start right now buying your full share of United States Defense* Bonds. For remember, your Defense Bonds help keep America *strong*, just as soldiers like General Dean keep America safe. And only through America's strength can your nation . . . and your family . . . and you . . . have a life of security.

Defense is your job, too. For the sake of all our servicemen, for your own sake, help make this land so powerful that no American again may have to die in war. Buy United States Defense* Bonds now—for *peace*!

Remember when you're buying bonds for defense, you're also building personal cash savings. Remember, too, if you don't save *regularly*, you generally don't save at all. So sign up in

the Payroll Savings Plan where you work, or the Bond-A-Month Plan where you bank. For your country's security, and your own, buy United States Defense Bonds!

****U.S. Savings Bonds are Defense Bonds - Buy them regularly!***

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